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ABSTRACT

The Wichita Program for Educationally Deprived Children, funded by the Elementary and Secondary Education Act Title I, directed itself to correcting reading problems of and attendance aide activities for elementary and junior high school students. The present program involved over 13,000 students in 43 schools. Additional art, music, physical education, industrial arts, and clothing and grooming classes supplemented the program. Included with the evaluation of the above areas are the evaluations of guidance and counseling, teacher assistants program, extra health service, attendance improvement, cultural enrichment, neglected children's and summer school programs. Specimen questionnaire and interview forms used are appended. For previous Wichita Program evaluation reports see ED 026 230 (Summer 1968), UD 007 779 and UD 007 780 (February 1969). (KG)

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1969

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EVALUATION REPORT

September 1968 - May 1969
Summer 1969

Wichita Program For Educationally Deprived Children

ESEA TITLE I

Unified School District 259
Wichita, Kansas
September, 1969

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ESEA TITLE I EVALUATION REPORT

WICHITA PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN

September, 1968 - August, 1969

Project Number 69083

Submitted to the
Kansas State Department of Public Instruction

By
Wichita Board of Education, Unified School District 259
428 South Broadway, Wichita, Kansas 67202

September, 1969

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WICHITA, KANSAS

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Dr. Ralph E. Walker	Director, Research and Information Services Division
Mr. W. E. Turner	Research Specialist, Title I
Mr. Gerald Riley	Research Assistant, Title I (Summer)

ABSTRACT OF ESEA TITLE I EVALUATION REPORT, 1968-69

The Wichita Title I Project for Educationally Deprived Children, now in its third full year of operation, was implemented beginning with the second semester of the 1965-66 academic year. This project which from its inception was global in nature has this year touched and affected the lives of over 13,000 pupils in twenty-two public elementary, six private elementary, nine junior high, and six senior high schools by one or more of its many academic or service activities.

This broad spectrum of activities included the academic programs of corrective reading, art instruction, physical education and recreation instruction, keyboard music instruction, industrial arts classes, clothing classes, extra instruction for neglected children in reading, mathematics, art, music, and physical education, and the service activities of additional extra library service, supplementary food program, additional elementary counseling and guidance, teacher assistants program, extra health service, attendance improvement, and general cultural enrichment activities.

Because all of these activities were very thoroughly evaluated in the last three reports, this year's report concentrates on the corrective reading program and the attendance aide activities.

Corrective reading received the largest amount of monetary support of any of the segments of the project. Consequently, it also received the greatest amount of physical effort through a large teacher staffing. Approximately 3000 pupils in grades two through nine were ascertained to be in need of corrective reading and were subsequently placed in the corrective reading program. The Gates-MacGinitie Reading Tests, Vocabulary and Comprehension sections, were administered in October, 1968, and May, 1969, in a pre--post situation for the purpose of determining if gains had been made in mean reading grade levels. Significant gains were found to exist at all grade levels, most of them significant at the .001 level of confidence.

Attendance aides and associated attendance aide activities were continued again this year as another means to help lower the number of school absentees, to re-open lines of communications with parents, and to help prevent dropouts. Efforts in the first two categories were generally considered successful.

The majority of the other segments of the Title I project were considered to have been effective.

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INTRODUCTION

ESEA, PL 89-10, Title I federally funded projects were begun in Wichita during the second semester of the 1965-66 school year. This evaluation report covering the period of September 1968 through May 1969 is the fourth Title I evaluation report which has been prepared. The continuing emphasis of the Wichita Title I project has been to more adequately meet the needs of educationally deprived children residing in attendance areas with high concentrations of low income families.

As increasingly more children are bussed out of the "ghetto" schools to other schools where space is available, the problem of providing Title I services to the most educationally deprived children is compounded. The trend toward concentrating more services on fewer pupils has been brought about by experience and results of Title I projects throughout the country and locally. In its second annual report, the U.S. Office of Education made this observation:

> "Programs that concentrate Title I funds on a limited number of children show much greater potential for success than fragmented programs which attempt to benefit a larger student population."

From the beginning of the Wichita Title I project in the spring of 1966, the approach has been global in nature because of the variety of needs that were evident. Most concentration, however, has been placed upon the communicative skills, reading and comprehension of language. Thus, corrective reading has been the long-term focus of the project.

Table 1.1 shows the scope of 1968-69 Title I activities and services by school level.

TABLE 1.1

TITLE I ACTIVITIES AND SERVICES, 1968-69

	School Level			
Activity or Service	Preschool	Early Elementary	Later Elementary	Secondary
Head Start	X			
Corrective Reading		X	X	X
Art Instruction		X	X	
Art Scholorships			X	
Physical Education and Recreation		X	X	
Keyboard Music Instruction		X	X	
Industrial Arts				X
Clothing Classes				X
Library Services		X	X	X
Supplementary Food Program		X	X	
Elementary Counseling and Guidance		X	X	
Teachers Assistants Program		X	X	
Health Services		X	X	
Attendance Improvement		X	X	X
Neglected Children's Program		X	X	
General Cultural Enrichment		X	X	

In addition to the pre-school Head Start Program, a Follow Through project conducted at the early elementary level is being evaluated separately from the regular year Title I project.

CHARACTERISTICS OF CHILDREN IN LOW INCOME AREAS

Many children attending school in low income areas possess characteristics which lessen their chances of success in school. Some of the identified characteristics are as follows:

A. Achievement
  1. Poor performance on standardized tests
  2. Classroom performance below grade level in reading
  3. Poor language skills

B. Ability
  1. Poor performance on standardized tests of intellectual ability
  2. Low level verbal functioning
  3. Low level non-verbal functioning

C. Attitude
  1. Negative self-image
  2. Negative attitude toward school and/or education
  3. Low aspiration level
  4. Expectations of school failure

D Behavior
  1. High absentee rate
  2. High dropout rate
  3. Disciplinary problems

E. Other Areas Interfering with the Learning Process

1. Poor health, including dental
2. Malnutrition or under nutrition
3. Emotional and social instability
4. Poor parental attitude toward education or the school

Charles Miller writing in an article entitled "The Educationally Deprived - A Matter of Concern" in February, 1962 in the Great Cities School Improvement Project states:

> "The culturally deprived child often has ability levels which indicate that he could achieve well, could grow up in school studies and in his life if reached and interested by what the school offered. And yet the typical culturally deprived child in the typical classroom is indifferent and purposeless, a poor communicator whe does not respond to normal teaching methods and subject matter. His capabilities remain unrealized."

PROJECT OBJECTIVES

The following objectives were chosen after studying the characteristics and educational needs of children in low income areas:

1. To improve performance as measured by standardized achievement tests
2. To improve classroom performance in reading
3. To improve children's verbal functioning
4. To improve children's non-verbal functioning
5. To improve the children's self-image
6. To change (in a positive direction) children's attitudes toward school and education
7. To increase children's expectations of success in school
8. To improve the children's average daily attendance

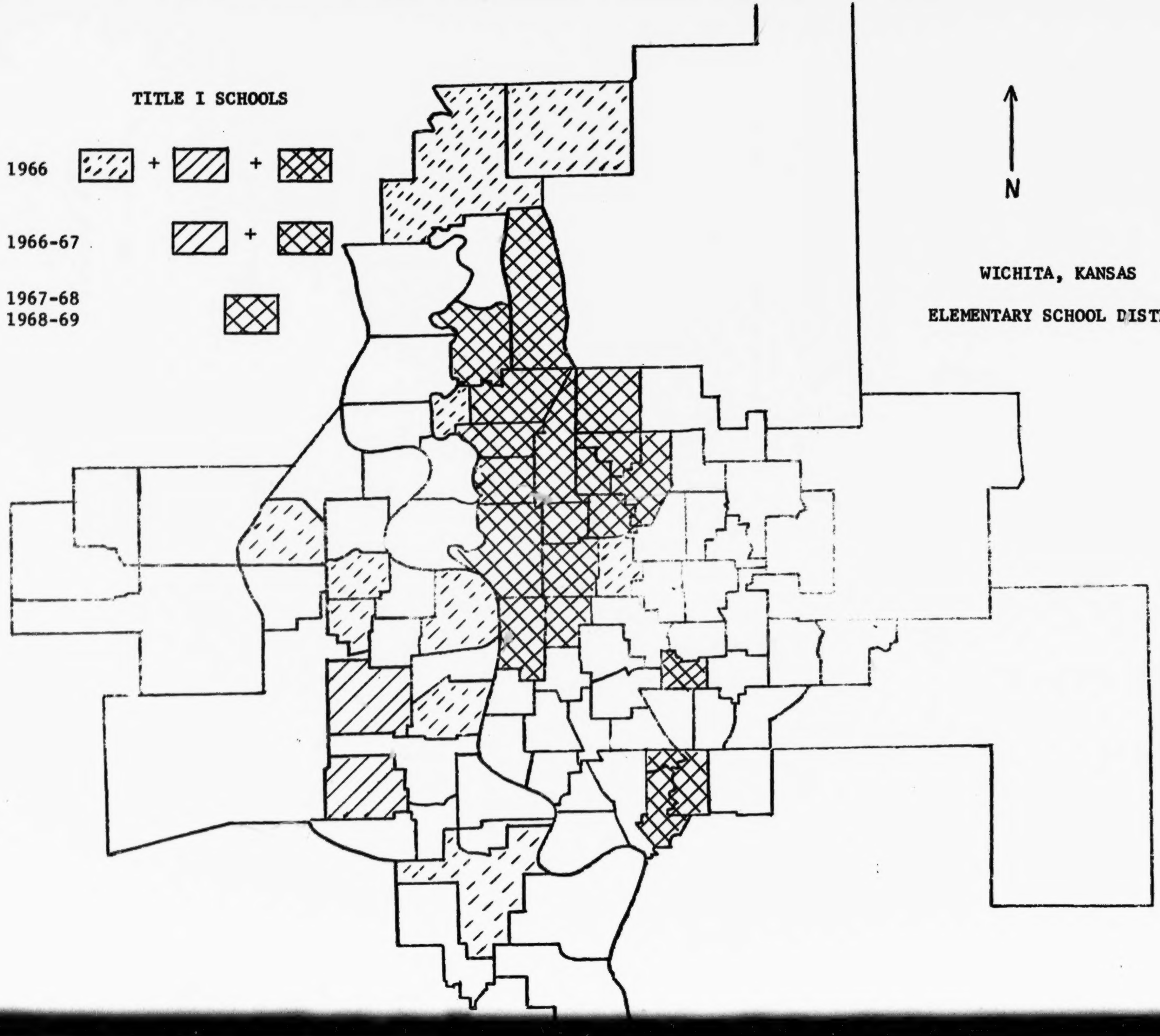
9. To improve the holding power of the schools (to decrease the dropout rate)
10. To reduce the rate and severity of disciplinary problems
11. To improve the physical health of the children
12. To improve the children's emotional and social stability and/or that of their families

ATTENDANCE AREAS

Wichita, Kansas, is a metropolitan community of approximately 280,000 people. Serving the community are 113 public schools including 91 elementary, 16 junior high, and six senior high schools. Approximately 68,000 school children (K-12) are served by the Wichita Public Schools. In addition, there are parochial and private schools which serve about 7,000 children.

Twenty-two public elementary schools (K-6), nine public junior high schools (7-9), and six public senior high schools (10-12) were located in low income areas and/or served educationally deprived children from low income families residing in the target areas. Also, six parochial schools served families in the low income areas. Approximately 12,900 public school children (K-12) and approximately 190 non-public school children (1-9) made up the approximately 13,090 school children in the Title I project.

A map of Wichita on the following page, with the elementary school districts shaded in, shows the geographic location of Title I project areas from the beginning of Title I in 1966. All school areas with any kind of shading were included in the initial project. Those school areas with cross-hatching constitute the 1968-69 project area. The project area has been reduced from 39 to 22 elementary school districts.


TITLE I SCHOOLS
1966
+
+
1966-67
+
1967-68
1968-69
N

WICHITA, KANSAS

ELEMENTARY SCHOOL DISTRICTS

PROCEDURES USED IN STRIVING FOR OBJECTIVES

Many activities were included in the project in attempting to accomplish the objectives. Some of the activities were largely instructional in nature, and others were services of various kinds. Reading improvement was the major thrust of the project as was the case during the previous two and one-half years. Corrective reading teachers met with individuals and small groups in providing instruction geared to the type and severity of reading problem. Reading instruction was provided at two levels, elementary and junior high school.

Additional art and physical education teachers assisted classroom teachers at the elementary level. Two mobile music laboratories with electronic piano keyboards were used in several elementary schools. Field trips to art museums and other places and attendance at Children's Theatre provided cultural enrichment at the elementary level.

In addition to reading classes at the junior high level, clothing classes for girls and mothers and shop classes for boys and fathers were established.

Another important segment of the Title I project is the service activities aspect. Additional personnel were provided in elementary guidance and counseling, in health, and in the library areas. These additional personnel consisted of certificated counselors, nurses, and librarians as well as non-certificated library aides and teacher assistants. Attendance aides were assigned to Title I schools also. Supplementary food services furnished milk and crackers to all Title I kindergarten children and hot lunches in two selected schools.

EVALUATION

Evaluation of the 1968-69 Title I project places major emphasis on the determination of gains in pupils' reading levels, on general achievement levels, and on the holding power of the schools. Thus, corrective reading programs and the attendance aide program received the most critical examination. Other integral parts of the Title I project which have been examined closely in the last three evaluation reports have not been re-evaluated in exhaustive detail. Each of these activities will be described in terms of input and process.

The dilemma of Title I evaluation was aptly stated in Philadelphia's Title I evaluation report, The Third Year.

> "Evaluating operating Title I projects is not a science because many aspects of any project cannot be measured, and the evaluation might be considered an 'educated guess.' In particular, short term gains may not be lasting. On the other hand, the failure of a project to demonstrate gains may be due to factors extraneous to the project or even to the school itself; for example, high pupil mobility rates often make it difficult by the evaluator to find in June the pupils they first observed the previous September. Long-term gains are even more difficult to measure."

Standardized test as well as non-test data were used in the evaluation. Test results were used to assess the reading program and to determine the level of general achievement. Information about other activities was gathered through the use of questionnaires, case histories, opinionnaires, participation records, central office records, and personal interviews. Responses to questionnaires are incorporated in the reports of the various project activities. Anonymity of respondents has been strictly maintained. Information gathered has been made available to project administrators for use in the modification of present activities or in structuring future programs. Copies of data gathering instruments may be found in the Appendix of this report.

Evaluations for activities conducted during September, 1968 through May, 1969 are presented following the general introductory section of this report. Included for each activity are the objectives, procedures, evaluation strategy, presentation of data (if applicable), and comments about the results. Evaluations for summer Title I activities are presented in the last section of this report.

CORRECTIVE READING INSTRUCTION

The corrective reading program constituted the major thrust of the Title I project in Wichita. Each year children are identified who have not gained sufficient facility in reading to succeed in classwork which requires reading. Word recognition and comprehension skills are weak. The lack of reading success helps create feelings of inadequacy and negative attitudes toward reading, school, and other persons.

In planning the corrective reading instruction, it was recognized that modern diagnostic approaches, appropriate instructional materials, and special classes should be utilized. Classroom activities and supportive services were provided which were designed to ensure success in reading and to build feelings of confidence and self-esteem.

OBJECTIVES

1. To improve the pupil's proficiency in reading skills, vocabulary, and comprehension as indicated on standardized reading tests, informal tests, and teacher observation.
2. To improve the pupil's attitude toward reading, toward himself, and toward others as indicated by teacher observation.
3. To improve the overall reading program in target area schools.

PROCEDURES

Pupils - Screening and Placement

Children from twenty-two public elementary, six parochial elementary, and seven public junior high schools located in or on the periphery of low income areas were selected to participate in the corrective reading classes. Approximately 2084 elementary school children in grades 1 to 6 were given corrective reading instruction. The grade with the smallest number represented was first grade with 28. The grade with the largest number represented was third grade with 573. Grades two, four, five, and six were represented with 506, 459, 333, and 185 pupils respectively. The inclusion of approximately 500 second graders is a sharp increase over the program last year. This increase reflects an increased effort to reach pupils with reading difficulties at the earliest possible age. Approximately 986 junior high school pupils were instructed in the corrective reading classes. This number included approximately 515 seventh graders, 297 eighth graders, and 174 ninth graders.

Children were selected for corrective reading instruction on the basis of retardation in reading or vocabulary as indicated by standardized test scores. Other criteria for selection included the following: (1) possession of the capacity to profit from corrective reading instruction, (2) recommendation for the class by regular classroom teacher and counselor, and (3) positive attitudes by pupil and parent.

Teachers - Selection and Placement

For the most part, teachers chosen for the corrective reading program were those who had demonstrated success and proficiency in the teaching of reading to children with reading handicaps. A few teachers were new but most had been in the program from one to two and one-half years or since the beginning of Title I.

Corrective reading was held in twenty-two Title I designated elementary schools, six parochial schools, and seven Title I designated junior high schools. In addition, corrective reading was provided in five other elementary schools and two other junior high schools for pupils who were bussed in from target areas. Two corrective reading teachers were placed in each of eight elementary schools, one each in fifteen elementary schools, and two serving two schools each. For the junior high schools there were five schools with two corrective reading teachers each, two schools with one teacher, and two schools that shared a teacher. This made a total of thirty-three corrective reading teachers in the elementary schools and thirteen teachers for the junior high schools.

Reading Class Organization

Through the use of workshops and in-service training meetings, corrective reading teachers were given instructions in the methods and materials for the determination of pupils' instructional grade levels. Reading class groups were organized according to the type and severity of reading problem. Reading class size was usually a function of the severity of the reading handicap which the pupil was determined to have. Classes ranged in size from one to eight. Grade lines were often crossed in organizing classes of pupils with similar reading problems and levels.

While working with children, teachers sometimes worked with class groups as a whole, or with varying size groups. Pupils were usually scheduled into the reading class for an hour a day, four days a week. The teachers generally reserved a day or part of a day each week for conferences, testing, or for parent home calls. Class scheduling was flexible so that upon attainment of corrective reading class goals, individual pupils could be phased out of the corrective reading class back to the regular classroom.

Activities and Materials

The team approach was utilized in the corrective reading instruction with the building principal administering the school's program. The corrective reading teacher cooperated with the regular classroom teacher in the diagnosis of reading difficulties, planning and coordinating activities, and the evaluation of methods, materials, and pupil progress. Personnel other than classroom teachers assisted in the selection and use of instructional materials and in planning activities designed to ensure success and build self-esteem and confidence. When possible, the corrective reading teacher and other staff members worked with parents of pupils in special reading classes.

A wide variety of classroom reading activities, instructional materials, and audio-visual equipment was used. Both individualized and group instruction were provided. Teachers were encouraged to experiment with instructional methods, materials, and equipment.

Corrective Reading with Programmed Instruction

A reading program using a programmed approach which had previously been used in one Title I junior high school was expanded to include some of the elementary schools as well. Identification and screening of pupils was accomplished in the same manner as in the other school programs. A battery of tests including oral reading, silent reading, ability, and perceptual tests were used to diagnose each pupil's reading problems. Following the diagnosis, a flow chart guided the teacher in assigning the pupil to the appropriate taped lessons and "live" reinforcement materials.

Classes were organized with four sets of earphones and recorders and no more than eight pupils. This enabled at least half of the group to work with the taped lessons at one time while the others worked with the teacher on the "live" portion of the lessons. Each pupil, with very few exceptions, read orally and individually to the teacher each day. Some group instruction was given. It was hoped that the group instruction would make phasing back to the regular classroom less difficult.

The programmed materials included the taped lessons, "live" instructional materials, and homework materials. Each taped lesson includes a quiz. There are three lessons on each concept so that when a pupil did not do well on the quiz he could do as many as three lessons on the same concept without repeating the same material. All of the tapes used were non-erasable and recorded in both directions so that each reel may be immediately played again. No rewinding was ever necessary. The taped lessons and "live" materials provided a multi-sensory approach geared to help the pupil overcome his deficiencies. Some emphasis was placed on the development of perceptual skills. For instance, much of the work on tapes was done in whispers in an attempt to eliminate tonality, create a quiet atmosphere, and force the pupil to focus all of his attention upon hearing the sound. The headphones were modified so that only one ear receives sound. The teachers were careful to see that each pupil listened with the ear on the same side as the hand with which he writes. Although the pupils were encouraged to read as much as possible outside of class, actual homework assignments were limited to tasks that could be completed in fifteen minutes or less of diligent effort.

2.06

EVALUATION STRATEGY

Both test and non-test sources of evaluative data were used in the evaluation of corrective reading. The Gates-MacGinitie Reading Tests were administered pre and post to corrective reading pupils in the Fall and in the Spring. In addition, October Pupil Record of Educational Progress scores were available for seventh, eighth, and ninth graders. Iowa Test of Basic Skills scores were available for grades three through six. Since there were no posttest scores for the latter two tests, they are merely reported with no comment. Non-test sources of information were school records and interviews with corrective reading teachers.

A test selection committee was formed in August, 1968, to study the available reading tests and to make recommendations for the usage of a standardized test instrument. The Gates-MacGinitie Reading Tests series were recommended by the committee and subsequently adopted for use. A major factor in the decision to select the Gates was its wide range of coverage. One series of tests could be used to evaluate the entire reading program and it was hoped that some comparisons could be made of progress from the elementary to junior high schools.

PRESENTATION OF DATA

Measurement Results

Forms were distributed to corrective reading teachers in October for the recording of data. Information was requested for four areas of measurement for each corrective reading pupil. These measurements were the instructional reading grade level, independent reading grade level, Gates-MacGinitie Vocabulary scores, and Gates-MacGinitie Comprehension scores. The instructional and independent reading grade levels as reported were the teacher's best estimate based on whatever instruments or devices that were used to make this determination. The instruments most often reported in use were the Silvaroli Classroom Reading Inventory and the Gray Oral Reading Test. Teachers again recorded the results of these four measurements in May. Most teachers expressed an opinion that the instructional reading grade level, as determined by the teacher, was the most accurate of all measures taken.

Tables 2.1 through 2.8 show pretest and posttest comparisons for each grade, two through nine, for each of the four areas of measurement. All scores reported, pretest and posttest, were used in these calculations, hence the variance in N's from pretest to posttest and also from one measurement area to another. Where gains are shown in this table, they may tend to be conservatively stated for the following reason: As pupils progressed throughout the year some were phased back into their regular classrooms and were replaced with pupils determined to be more in need of corrective reading. Posttest data may be influenced by lower scores of the late comers in the program.

TABLE 2.1

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS

Grade 2, 1968-69

Area of Measurement	Number of Pupils		Mean		Mean Gain	Standard Deviation	
	Pre	Post	Pre	Post		Pre	Post
Instructional Reading Grade Level	326	323	.4	1.3	.9	.4	1.0
Independent Reading Grade Level	141	321	.3	.8	.5	.3	.8
Gates-MacGinitie Vocabulary Grade Score	280	246	1.5	2.0	.5	.4	.6
Gates-MacGinitie Comprehension Grade Score	250	230	1.5	1.9	.4	.3	.5
Chronological Age in Months on Oct. 1, 1968	339		89			5.7	

TABLE 2.2

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS

Grade 3, 1968-69

Area of Measurement	Number of Pupils Pre	Number of Pupils Post	Mean Pre	Mean Post	Mean Gain	Standard Deviation Pre	Standard Deviation Post
Instructional Reading Grade Level	424	405	.8	2.2	1.4	.7	1.2
Independent Reading Grade Level	312	413	.6	1.4	.8	.5	1.1
Gates-MacGinitie Vocabulary Grade Score	373	337	2.0	2.8	.8	.5	.8
Gates-MacGinitie Comprehension Grade Score	373	349	1.9	2.7	.8	.5	.8
ITBS Vocabulary Grade Equivalent	318	*	2.4	*		.7	*
ITBS Reading Grade Equivalent	318	*	2.6	*		.7	*
ITBS Language Grade Equivalent	318	*	2.7	*		.8	*
Chronological Age in Months on Oct. 1, 1968	409		102.7			7.0	

* No ITBS posttest data are available

TABLE 2.3

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS

Grade 4, 1968-69

Area of Measurement	Number of Pupils		Mean		Mean Gain	Standard Deviation	
	Pre	Post	Pre	Post		Pre	Post
Instructional Reading Grade Level	308	307	1.8	3.0	1.2	1.1	1.5
Independent Reading Grade Level	277	306	1.1	2.1	1.0	.8	1.3
Gates-MacGinitie Vocabulary Grade Score	268	262	3.1	3.6	.5	.7	.8
Gates-MacGinitie Comprehension Grade Score	254	254	2.7	3.2	.5	.8	.8
ITBS Vocabulary Grade Equivalent	235	*	2.9	*		.8	*
ITBS Reading Grade Equivalent	235	*	2.9	*		.8	*
ITBS Language Grade Equivalent	235	*	3.0	*		.7	*
Chronological Age in Months on Oct. 1, 1968	313		115.7			8.2	

* No ITBS posttest data are available

TABLE 2.4

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS

Grade 5, 1968-69

	Number of Pupils		Mean		Mean	Standard Deviation	
Area of Measurement	Pre	Post	Pre	Post	Gain	Pre	Post
Instructional Reading Grade Level	210	239	2.7	3.5	.8	1.2	1.4
Independent Reading Grade Level	199	238	1.8	2.6	.8	1.1	1.3
Gates-MacGinitie Vocabulary Grade Score	193	184	3.6	4.1	.5	.9	.7
Gates-MacGinitie Comprehension Grade Score	194	184	3.1	3.5	.4	.9	.9
ITBS Vocabulary Grade Equivalent	166	*	3.4	*		.9	*
ITBS Reading Grade Equivalent	166	*	3.7	*		.9	*
ITBS Language Grade Equivalent	166	*	3.8	*		.7	*
Chronological Age in Months on Oct. 1, 1968	215		127.8			8.0	

* No ITBS posttest data are available

TABLE 2.5

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS

Grade 6, 1968-69

Area of Measurement	Number of Pupils		Mean		Mean Gain	Standard Deviation	
	Pre	Post	Pre	Post		Pre	Post
Instructional Reading Grade Level	115	113	3.4	4.4	1.0	1.4	1.5
Independent Reading Grade Level	110	113	2.5	3.3	.8	1.3	1.5
Gates-MacGinitie Vocabulary Grade Score	102	91	4.1	4.6	.5	1.0	1.2
Gates-MacGinitie Comprehension Grade Score	109	91	3.9	4.1	.2	1.3	1.3
ITBS Vocabulary Grade Equivalent	86	*	4.4	*		1.0	*
ITBS Reading Grade Equivalent	86	*	4.4	*		.9	*
ITBS Language Grade Equivalent	86	*	4.3	*		.8	*
Chronological Age in Months on Oct. 1, 1968	117		140.9			.8	

* No ITBS posttest data are available

TABLE 2.6

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS

Grade 7, 1968-69

	Number of Pupils		Mean		Mean Gain	Standard Deviation	
	Pre	Post	Pre	Post		Pre	Post
Instructional Reading Grade Level	210	214	4.1	5.9	1.8	1.8	2.6
Independent Reading Grade Level	197	231	3.7	4.6	.9	1.6	2.2
Gates-MacGinitie Vocabulary Grade Score	233	239	5.1	5.6	.5	2.0	1.7
Gates-MacGinitie Comprehension Grade Score	224	236	4.5	4.5	0	2.1	1.8
Pupil Record of Educational Progress English Raw Score	239	*	27.2	*		8.5	*
Chronological Age in Months on Oct. 1, 1968	260		150.6			7.0	

* No posttest scores are available

TABLE 2.7

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS

Grade 8, 1968-69

Area of Measurement	Number of Pupils Pre	Number of Pupils Post	Mean Pre	Mean Post	Mean Gain	Standard Deviation Pre	Standard Deviation Post
Instructional Reading Grade Level	180	169	4.5	6.1	1.6	1.7	2.6
Independent Reading Grade Level	141	179	3.5	4.9	1.4	1.4	2.0
Gates-MacGinitie Vocabulary Grade Score	176	158	5.0	6.0	1.0	1.7	1.6
Gates-MacGinitie Comprehension Grade Score	174	157	4.3	4.9	.6	1.9	1.7
Pupil Record of Educational Progress English Raw Score	170	*	26.8	*		7.7	*
Chronological Age in Months on Oct. 1, 1968	178		164.7			8.5	

* No posttest scores are available

TABLE 2.8

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS

Grade 9, 1968-69

Area of Measurement	Number of Pupils Pre	Number of Pupils Post	Mean Pre	Mean Post	Mean Gain	Standard Deviation Pre	Standard Deviation Post
Instructional Reading Grade Level	107	81	5.0	6.2	1.2	1.9	2.3
Independent Reading Grade Level	89	98	4.1	5.4	1.3	1.6	2.3
Gates-MacGinitie Vocabulary Grade Score	104	90	5.5	6.3	.8	1.8	1.9
Gates-MacGinitie Comprehension Grade Score	102	89	4.9	5.4	.5	2.4	2.1
Pupil Record of Educational Progress English Raw Score	81	*	28.3	*		7.5	*
Chronological Age in Months on Oct. 1, 1968	104		175.1			8.6	

* No posttest scores are available

2.16

The mean gains shown in Tables 2.1 through 2.8 have been recapped and displayed in Table 2.9. Considering the length of time from pretesting in September or October, 1968, to posttesting in May, 1969, an average amount of gain would be about seven or eight months. Gains in the pupils' instructional grade level ranged from .8 in the fifth grade to 1.8 in the seventh grade. Gains in the pupils' independent reading grade level ranged from .5 in the second grade to 1.4 in the eighth grade. From the standardized measurements, Gates Vocabulary and Comprehension scores, the gains were from .5 in the second, fourth, fifth, sixth, and seventh grades to 1.0 in the eighth grade and from 0 in the seventh grade to .8 in the third grade, respectively.

In general, the largest gains were recorded in the instructional reading grade level with successively smaller gains shown for the independent reading grade level, Gates Vocabulary, and the Gates Comprehension scores.

TABLE 2.9

COMPARISON OF MEAN GAINS MADE BY TITLE I CORRECTIVE READING PUPILS IN FOUR MEASUREMENT AREAS

Grade	Instructional Reading Grade Level	Independent Reading Grade Level	Gates-MacGinitie Vocabulary Grade Score	Gates-MacGinitie Comprehension Grade Score
2	.9	.5	.5	.4
3	1.4	.8	.8	.8
4	1.2	1.0	.5	.5
5	.8	.8	.5	.4
6	1.0	.8	.5	.2
7	1.8	.9	.5	0
8	1.6	1.4	1.0	.6
9	1.2	1.3	.8	.5

Pretest and posttest measurements were analyzed to determine certain frequency distributions. Table 2.10 shows the percent of pretested pupils whose ratings fell on a certain grade level as compared with the posttest distributions. Percentage figures at each grade level show that there is an upward trend.

TABLE 2.10

DISTRIBUTION OF PUPILS BY INSTRUCTIONAL READING GRADE LEVELS
(Percent at Each Level)

		Instructional Reading Grade Levels										
Grade	Time	PP and Below	P	1	2	3	4	5	6	7	8	9 and Above
9	Sept-Oct 68			4	1	15	25	20	18	6	9	2
9	May 69				4	6	22	20	12	9	9	18
8	Sept-Oct 68		1	2	15	17	24	15	15	2	5	4
8	May 69		1	1	5	6	20	22	13	7	8	17
7	Sept-Oct 68			3	16	24	25	15	6	5	1	5
7	May 69			1	4	14	18	17	16	9	6	15
6	Sept-Oct 68	2	2	9	11	28	27	19	2			
6	May 69		4	1	7	18	19	30	19	2		
5	Sept-Oct 68	5	6	7	25	32	21	4				
5	May 69	2	3	6	10	24	36	16	3			
4	Sept-Oct 68	6	13	21	33	25	2					
4	May 69	2	5	7	19	26	30	11				
3	Sept-Oct 68	28	27	27	18							
3	May 69	3	10	18	32	25	10	2				
2	Sept-Oct 68	69	17	13	1							
2	May 69	12	26	22	31	9						

Percents are rounded to nearest whole number.

This may be more clearly shown in Table 2.11 where the percentage figures of Table 2.10 are grouped into three categories, "Corrective or Severe Corrective," "Mild Corrective," and "At or Above Grade Level." The preceeding terms are defined in the *1968 Handbook for Corrective Reading, Wichita*, as follows:

> "*Severe Corrective* refers to one who has a normal IQ and is a non-reader."
>
> "*Corrective* designates the child with a normal IQ who is two or more years behind grade level in reading."
>
> "*Mild Corrective* refers to the child with a normal IQ who is one or two years below his grade level in reading."

TABLE 2.11

COMPARISON OF PRE AND POST READING CLASS DESIGNATIONS
(Instructional Reading Grade Level)

	Corrective or Severe Corrective			Mild Corrective			At or Above Grade Level		
Grade	Pre	Post	Gain (+) Loss (-)	Pre	Post	Gain (+) Loss (-)	Pre	Post	Gain (+) Loss (-)
9	83	64	-19	15	18	+ 3	2	18	+16
8	74	55	-19	17	20	+ 3	9	25	+16
7	68	37	-31	21	33	+12	11	30	+19
6	52	30	-22	46	49	+ 3	2	21	+19
5	43	21	-22	53	60	+ 7	4	19	+15
4	40	14	-26	58	45	-13	2	41	+39
3	55	13	-42	45	50	+ 5	0	37	+37
2	69	12	-57	30	48	+18	1	40	+39

Information shown in Table 2.11 indicates that gains were made by corrective reading pupils in their instructional reading grade level as determined by reading teachers. There was an upward shift in reading class designation toward "Mild Corrective," or "At or Above Grade Level." Generally, the greatest amount of upward shift was evident at the lower grade levels, second, third, and fourth.

Table 2.12 is similar to Table 2.10 except it shows Independent Reading Grade Level distributions. In similar fashion gains were made with an increased percent of pupils earning higher independent reading grade levels on the post measurement. Greater gains are evidenced at the lower grade levels.

TABLE 2.12

DISTRIBUTION OF PUPILS BY INDEPENDENT READING GRADE LEVELS
(Percent at Each Level)

		Independent Reading Grade Levels										
Grade	Time	PP and Below	P	1	2	3	4	5	6	7	8	9 and Above
9	Sept-Oct 68			4	9	24	35	19	3	5	1	
9	May 69			2	5	19	16	19	12	9	10	8
8	Sept-Oct 68		1	11	15	24	29	12	6	1	1	
8	May 69			3	6	20	21	16	12	14	4	4
7	Sept-Oct 68			4	23	25	19	12	12	1	2	2
7	May 69			3	15	25	15	15	10	8	4	5
6	Sept-Oct 68	8	7	13	24	30	13	5				
6	May 69	3	1	10	16	21	27	18	4			
5	Sept-Oct 68	10	10	24	28	21	7					
5	May 69	5	5	9	26	32	19	4				
4	Sept-Oct 68	19	21	30	24	6						
4	May 69	7	10	12	30	25	15	1				
3	Sept-Oct 68	47	33	15	5							
3	May 69	13	15	30	26	14	2					
2	Sept-Oct 68	85	8	7								
2	May 69	33	22	30	13	2						

Percents are rounded to nearest whole number.

The Independent Reading Grade Level distributions of Table 2.12 were further grouped into the categories of "Corrective or Severe Corrective," "Mild Corrective," and "At or Above Grade Level" as previously explained for Table 2.11. These results are shown in Table 2.13.

TABLE 2.13

COMPARISON OF PRE AND POST READING CLASS DESIGNATIONS
(Independent Reading Grade Level)

	Corrective or Severe Corrective			Mild Corrective			At or Above Grade Level		
Grade	Pre	Post	Gain (+) Loss (-)	Pre	Post	Gain (+) Loss (-)	Pre	Post	Gain (+) Loss (-)
9	94	73	-21	6	19	+13	0	8	+ 8
8	92	66	-26	7	26	+19	1	8	+ 7
7	71	58	-13	24	25	+ 1	5	17	+12
6	82	51	-31	18	45	+27	0	4	+ 4
5	70	45	-25	30	51	+21	0	4	+ 4
4	70	29	-41	30	55	+25	0	16	+16
3	80	28	-52	20	56	+36	0	16	+16
2	85	33	-52	15	52	+37	0	15	+15

Again there appears to be an upward movement in the classification of grade level scores. Gains were shown in pre - post comparisons for "At or Above Grade Level" and "Mild Corrective" with offsetting losses in the "Corrective and Severe Corrective" category. In general, the greatest amount of shifting or upward movement was shown by the three lowest grades, second, third, and fourth.

TABLE 2.14

DISTRIBUTION BY QUARTILES* ON NATIONAL NORM FOR GATES-MACGINITIE READING TESTS, VOCABULARY SECTION (RAW SCORES)

					Number and Percent of Pupils Scoring in Each Quartile			
	Grade	Number of Pupils Tested	Time of Test	Test Form	1-25th %ile	26-50th %ile	51-75th %ile	76-99th %ile
Pretest	2	280	10-68	B1	178-64%	73-26%	24- 8%	5- 2%
Posttest	2	246	5-69	B2	163-66%	71-29%	11- 4%	1-<1%
Pretest	3	373	10-68	C1	284-76%	84-23%	5- 1%	0- 0
Posttest	3	337	5-69	C2	217-64%	87-26%	28- 8%	5- 2%
Pretest	4	268	10-68	D1	175-65%	80-30%	15- 5%	1-<1%
Posttest	4	262	5-69	D2	170-65%	59-22%	26-10%	7- 3%
Pretest	5	193	10-68	D3	139-72%	52-27%	2- 1%	0- 0
Posttest	5	184	5-69	D1	123-67%	44-24%	16- 9%	1- 1%
Pretest	6	102	10-68	D2	79-77%	22-22%	1- 1%	0- 0
Posttest	6	91	5-69	D3	69-76%	12-13%	6- 7%	4- 4%
Pretest	7	233	10-68	E1	149-64%	54-23%	19- 8%	11- 5%
Posttest	7	239	5-69	E2	143-60%	64-27%	28-12%	4- 2%
Pretest	8	176	10-68	E1	125-71%	45-26%	5- 3%	1- 0
Posttest	8	158	5-69	E2	103-65%	44-28%	10- 6%	1- 1%
Pretest	9	104	10-68	E1	81-78%	20-19%	3- 3%	0- 0
Posttest	9	90	5-69	E2	67-74%	18-20%	5- 6%	0- 0

* Pretest based on October norms, posttest based on May norms

Percents are rounded to the nearest whole percent and therefore may not total to 100%

Table 2.14 shows the pretest and posttest quartile distributions of the Gates-MacGinitie Vocabulary Reading Test raw scores. Because of differing N's, pre and post, both numbers and percents in each quartile are shown. To enable a better visualization of the results shown in this table the gains for each quartile and grade are shown in Table 2.15.

TABLE 2.15

PERCENTAGE GAINS (LOSSES) BY QUARTILES OF CORRECTIVE READING PUPILS ON GATE-MACGINITIE VOCABULARY TEST

	Quartiles			
Grade	First	Second	Third	Fourth
2	+ 2	+ 3	- 4	- 1
3	-12	+ 3	+ 7	+ 2
4	0	- 8	+ 5	+ 3
5	- 5	- 3	+ 8	+ 1
6	- 1	- 9	+ 6	+ 4
7	- 4	+ 4	+ 4	- 3
8	- 6	+ 2	+ 3	+ 1
9	- 4	+ 1	+ 3	0

Note: Gains and losses may not exactly balance because of rounding in Table 2.13.

The most desirable result to be shown by this table would be for percentages to decrease in the first quartile and increase by a similar amount in the fourth quartile thus indicating an upward movement of pupil's test scores in the posttesting. Some upward movement was shown by all grade level groups except the second grade which showed some slight regression.

TABLE 2.16

DISTRIBUTION BY QUARTILES* ON NATIONAL NORM FOR GATES-MACGINITIE READING TESTS, COMPREHENSION SECTION (RAW SCORES)

					Number and Percent of Pupils Scoring in Each Quartile			
	Grade	Number of Pupils Tested	Time of Test	Test Form	1-25th %ile	26-50th %ile	51-75th %ile	76-99th %ile
Pretest	2	250	10-68	B1	135-54%	98-39%	15- 6%	2- 1%
Posttest	2	230	5-69	B2	172-75%	45-19%	11- 5%	2- 1%
Pretest	3	373	10-68	C1	298-80%	60-16%	15- 4%	0- 0
Posttest	3	349	5-69	C2	232-66%	89-26%	27- 8%	1-<1%
Pretest	4	254	10-68	D1	189-74%	46-18%	19- 8%	0- 0
Posttest	4	254	5-69	D2	176-69%	64-25%	11- 4%	3- 1%
Pretest	5	194	10-68	D3	157-81%	35-18%	2- 1%	0- 0
Posttest	5	184	5-69	D1	142-77%	34-19%	8- 4%	0- 0
Pretest	6	109	10-68	D2	81-74%	22-20%	6- 6%	0- 0
Posttest	6	91	5-69	D3	68-75%	12-13%	10-11%	1- 1%
Pretest	7	224	10-68	E1	150-67%	48-21%	16- 7%	10- 5%
Posttest	7	236	5-69	E2	155-66%	62-26%	11- 5%	8- 3%
Pretest	8	174	10-68	E1	150-86%	18-11%	4- 2%	2- 1%
Posttest	8	157	5-69	E2	130-83%	21-13%	5- 3%	1- 1%
Pretest	9	102	10-68	E1	86-84%	10-10%	4- 4%	2- 2%
Posttest	9	89	5-69	E2	72-81%	12-13%	5- 6%	0- 0

* Pretest based on October norms, posttest based on May norms

Percents are rounded to the nearest whole percent and therefore may not total to 100%

Table 2.16 shows the pre and post quartile distributions by number and percent for each grade level. The changes in percent of pupils at each quartile level are shown in Table 2.17 for convenience.

TABLE 2.17

PERCENTAGE GAINS (LOSSES) BY QUARTILE OF CORRECTIVE READING PUPILS ON GATES-MACGINITIE COMPREHENSION TEST

Grade	Quartiles			
	First	Second	Third	Fourth
2	+21	-20	- 1	0
3	-14	+10	+ 4	0
4	- 5	+ 7	- 4	+ 1
5	- 4	+ 1	+ 3	0
6	+ 1	- 7	+ 5	+ 1
7	- 1	+ 5	- 2	- 2
8	- 3	+ 2	+ 1	0
9	- 3	+ 3	+ 2	- 2

Note: Gains may not equal losses because of rounding in Table 2.16.

Again, the most desirable result to be shown by Table 2.17 would be a reduction in the percent of pupils in the first quartile with a corresponding increase in the fourth quartile indicating an upward movement of pupils' test scores on the posttest. Some upward movement was shown by all grades except the second which showed a regression.

2.26

From the entire group of corrective reading pupils the cards of all pupils who had scores in each of four pretest measurement areas and four posttest measurement areas were sorted out for further statistical analysis using FORTRAN IV computer program techniques. One program yielded the student t-ratios shown in Tables 2.18 through 2.21. Mean gains made by this group of pupils in the four areas, instructional reading grade level, independent reading grade level, Gates Vocabulary, and Gates Comprehension were found to be highly significant ($p < .001$) for all grade groups except for the seventh and ninth grades which showed significance at the .01 level on the Gates Comprehension test. Generally, the t-ratios were greatest for the three lowest grades, second, third, and fourth.

TABLE 2.18

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS' INSTRUCTIONAL READING GRADE LEVEL

		Pretest Sept-Oct 68			Posttest May 1969	
Grade	Number	Mean	SD	t*	Mean	SD
9	70	5.3	1.6	4.30	6.1	2.3
8	129	4.7	1.8	10.59	6.0	2.5
7	110	4.6	2.1	6.76	5.6	2.4
6	85	3.4	1.4	7.93	4.4	1.5
5	142	2.8	1.2	9.46	3.7	1.3
4	178	1.9	1.0	16.35	3.2	1.2
3	252	.9	.7	23.16	2.3	1.2
2	157	.4	.4	15.26	1.5	1.0

* All ratios are significant at the .001 level of confidence

TABLE 2.19

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS' INDEPENDENT READING GRADE LEVEL

		Pretest Sept-Oct 68			Posttest May 1969	
Grade	Number	Mean	SD	t*	Mean	SD
9	70	4.2	1.3	4.98	5.1	2.0
8	129	3.6	1.4	11.93	4.8	1.8
7	110	3.5	1.4	4.96	4.1	1.8
6	85	2.4	1.4	6.65	3.3	1.5
5	142	1.9	1.1	8.99	2.7	1.2
4	178	1.2	.9	17.35	2.3	1.2
3	252	.5	.5	19.58	1.6	1.0
2	157	.2	.3	12.46	.9	.8

* All ratios are significant at the .001 level of confidence

TABLE 2.20

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS' GATES-MACGINITIE VOCABULARY GRADE SCORE

		Pretest Sept-Oct 68			Posttest May 1969	
Grade	Number	Mean	SD	t*	Mean	SD
9	70	5.6	1.7	4.44	6.4	1.8
8	129	5.1	1.7	5.70	6.0	1.8
7	110	5.0	1.8	4.86	5.8	1.9
6	85	3.9	.9	7.98	4.8	1.5
5	142	3.5	.8	8.96	4.1	.9
4	178	3.1	.8	7.27	3.6	.9
3	252	2.0	.5	16.00	2.8	.8
2	157	1.5	.4	12.17	2.1	.7

* All ratios are significant at the .001 level of confidence

TABLE 2.21

PRE AND POST COMPARISONS OF TITLE I CORRECTIVE READING PUPILS' GATES-MACGINITIE COMPREHENSION GRADE SCORE

		Pretest Sept-Oct 68			Posttest May 1969	
Grade	Number	Mean	SD	t*	Mean	SD
9	70	4.8	2.5	2.93	5.4	2.4
8	129	4.2	1.5	5.76	4.9	1.9
7	110	4.3	2.4	3.37	4.8	2.2
6	85	3.7	1.2	5.29	4.5	1.6
5	142	3.1	.8	7.96	3.7	1.1
4	178	2.6	.7	12.40	3.4	.9
3	252	1.8	.4	17.21	2.7	.8
2	157	1.4	.3	12.12	2.1	.7

* All ratios, except 9th and 7th grades, are significant at the .001 level of confidence. Ninth and seventh are significant at the .01 level.

The following correlation table shows the correlations between all possible pairs of group data that were tabulated for each grade level. To avoid making the tables cluttered and unwieldy, the numbers 1 through 8 will be used as column and row headings to designate Spring 69 Posttest and Fall 68 Pretest data as follows:

1. Spring Instructional Reading Grade Level
2. Spring Independent Reading Grade Level
3. Spring Gates-MacGinitie Vocabulary Grade Score
4. Spring Gates-MacGinitie Comprehension Grade Score
5. Fall Instructional Reading Grade Level
6. Fall Independent Reading Grade Level
7. Fall Gates-MacGinitie Vocabulary Grade Score
8. Fall Gates-MacGinitie Comprehension Grade Score

Correlations between Spring Posttest and Fall Pretest data are enclosed for ease of identification. Numbers of pupils represented in this table are much fewer in number than in tables presented elsewhere in the report. In order for the scores of an individual pupil to be included in the correlation calculation, there must have been recorded eight sets of scores, one for each of the pretest measures and one for each of the posttest measures, hence the reduced numbers of pupils.

TABLE 2.22

CORRELATIONS FOR ALL PAIRS OF SPRING 69 AND FALL 68 TITLE I CORRECTIVE READING GROUP DATA

A. Ninth Grade
N = 70

	1	2	3	4	5	6	7	8
1		.92	.70	.64	.73	.60	.67	.68
2			.78	.73	.68	.62	.76	.71
3				.61	.54	.58	.63	.54
4					.52	.61	.66	.79
5						.77	.61	.67
6							.64	.70
7								.70
8								

B. Eighth Grade
N = 129

	1	2	3	4	5	6	7	8
1		.89	.49	.58	.84	.72	.58	.68
2			.64	.66	.76	.76	.62	.76
3				.61	.42	.50	.47	.55
4					.59	.66	.46	.64
5						.88	.61	.64
6							.63	.72
7								.62
8								

C. Seventh Grade

N = 110

	1	2	3	4	5	6	7	8
1		.79	.79	.77	.80	.57	.65	.72
2			.66	.64	.80	.62	.58	.67
3				.67	.65	.46	.57	.63
4					.67	.50	.64	.76
5						.67	.74	.71
6							.55	.58
7								.60
8								

D. Sixth Grade

N = 85

	1	2	3	4	5	6	7	8
1		.94	.46	.59	.69	.58	.64	.55
2			.44	.55	.68	.60	.62	.53
3				.56	.54	.54	.65	.60
4					.56	.53	.68	.62
5						.91	.54	.42
6							.50	.40
7								.68
8								

E. Fifth Grade
N = 142

	1	2	3	4	5	6	7	8
1		.93	.50	.50	.59	.53	.49	.38
2			.45	.51	.58	.58	.47	.39
3				.63	.44	.38	.58	.62
4					.39	.36	.54	.58
5						.81	.44	.41
6							.41	.37
7								.54
8								

F. Fourth Grade
N = 178

	1	2	3	4	5	6	7	8
1		.86	.48	.48	.57	.51	.25	.28
2			.49	.49	.62	.63	.22	.23
3				.67	.29	.27	.31	.36
4					.41	.37	.42	.47
5						.84	.24	.26
6							.21	.25
7								.50
8								

G. Third Grade
N = 252

	1	2	3	4	5	6	7	8
1		.91	.63	.58	.51	.46	.28	.31
2			.60	.57	.54	.52	.28	.32
3				.67	.49	.42	.33	.29
4					.41	.36	.30	.35
5						.78	.31	.29
6							.27	.26
7								.45
8								

H. Second Grade
N = 157

	1	2	3	4	5	6	7	8
1		.93	.62	.66	.41	.38	.27	.22
2			.60	.62	.43	.42	.35	.27
3				.54	.12	.17	.32	.15
4					.21	.21	.21	.32
5						.79	.24	-.01
6							.30	.06
7								.43
8								

Correlations shown in Table 2.22 tend to be slightly higher at the higher grade levels. Highest correlations for any grade level were generally between the spring instructional reading grade level and the spring independent grade level as might be expected since the independent reading level is so closely related to the instructional reading level. A notable lack of correlation was shown between the fall instructional grade level and the fall Gates Comprehension grade score at the second grade level.

To make comparisons of the pre and post correlations, the information in Table 2.23 was drawn. Slightly higher correlations are shown for the teacher determined instructional and independent reading grade levels as compared to the correlations shown on the standardized measures, Gates Vocabulary and Comprehension tests. There is a tendency for the correlations to be slightly higher at the higher grade levels.

TABLE 2.23

COMPARISON OF PRE AND POST CORRELATIONS FOR FOUR AREAS OF MEASUREMENT

Grade	Instructional Reading Grade Level	Independent Reading Grade Level	Gates-MacGinitie Vocabulary Grade Score	Gates-MacGinitie Comprehension Grade Score
9	.73	.62	.63	.79
8	.84	.76	.47	.64
7	.80	.62	.57	.76
6	.69	.60	.65	.62
5	.59	.58	.58	.58
4	.57	.63	.31	.47
3	.51	.52	.33	.35
2	.41	.42	.32	.32

Bussed Pupils

During 1968-69, a limited amount of bussing was employed to relieve over-crowding in some Title I schools. Four hundred one pupils from two schools were bussed to thirteen elementary schools with lesser pupil populations. While none of the schools to which pupils were bussed were designated Title I, Title I corrective reading teachers were placed in some of these schools to provide reading services. Sixty-five bussed pupils in six schools received corrective reading instruction. This represented slightly over sixteen percent of bussed pupils.

Enrollment Analysis

Corrective reading enrollments were examined for information that might be gained from them. Table 2.24 shows the corrective reading enrollment by grade at the end of the first quarter and the final enrollment in May. Shown also are new enrollments, number who moved away, and the number who were returned to their regular classes. A total of 3070 pupils were enrolled in corrective reading for at least a part of the year.

TABLE 2.24

ENROLLMENT ANALYSIS OF TITLE I CORRECTIVE READING
1968-69

Grade	Enrollment Nov. 4, 1968	Number added during year	Unduplicated count of Corrective Reading pupils	Number of pupils who moved	Number of pupils phased back to regular class	Final Enrollment
1	10	18	28	1	3	24
2	391	115	506	67	60	379
3	472	101	573	68	40	465
4	361	98	459	60	52	347
5	248	85	333	31	36	266
6	152	33	185	18	34	133
7	303	212	515	31	140	344
8	186	111	297	30	75	192
9	128	46	174	15	53	106
Totals	2251	819	3070	321	493	2256

Table 2.25 shows a comparison of the final enrollments in corrective reading for each of two years 1967-68 and 1968-69. Although the total enrollments for the two years were very similar there was a shift toward larger enrollments at the lower grades of each school level. Grades one, two, and three all increased while grades four, five and six all decreased. At the junior high level a sharp increase was shown in seventh grade but decreases in both eighth and ninth grades.

TABLE 2.25

COMPARISON OF TITLE I CORRECTIVE READING
FINAL ENROLLMENTS FOR 1967-68 AND 1968-69

	Number of Pupils Enrolled	
Grade	1967-68*	1968-69
1	0	24
2	320	379
3	450	465
4	350	347
5	280	266
6	200	133
7	250	344
8	220	192
9	130	106
Total	2200	2256

* Approximate

Some other characteristics of pupils enrolled in corrective reading are shown in Table 2.26.

2

Boys constituted a much higher percentage of the total corrective reading group. There were slightly more Negro pupils than Caucasian. Spanish American, American Indian, and Others constituted 5% of the total. Fifteen percent of the reading pupils had repeated a grade while two percent had been retained twice. Title I corrective reading was instituted in the spring of 1966. Six percent of this year's reading pupils were in corrective reading at that time. Almost three times as many were in reading the second year, 1966-67, and 41% were in reading last year. Four percent of the present enrollment had been in corrective reading from the beginning. One-fifth of the ninth grade pupils had been in reading three and one-half years.

TABLE 2.26

MISCELLANEOUS CHARACTERISTICS OF TITLE I
CORRECTIVE READING ENROLLMENT

	9	8	7	6	5	4	3	2	Total
Sex									
Male	59	67	55	56	62	69	63	70	62
Female	41	33	45	44	38	31	37	30	38
Race									
Caucasian	47	33	62	38	41	40	42	50	43
Negro	43	63	34	55	55	55	52	46	51
Spanish American	7	3	3	7	2	4	4	2	4
American Indian	3		1		1	1	1	1	1
Other		1			1		1	1	1
Retained									
Once	17	29	15	19	16	16	11	8	15
Twice	1	2	1		4	1	1	2	2
Three Times		1				1			1
Previous Corrective Reading									
Spring 66	29	16	13	13	3	1			6
1966-67	43	30	17	36	34	7	3		17
1967-68	46	44	27	65	62	53	40	5	41
All Three Years	21	9	5	9	2	1			4

Note: Figures are percents rounded to the nearest whole number.

Some other figures not shown in the table are: 5% of the elementary school corrective reading enrollment was parochial, 90% of corrective reading pupils live in the Title I designated target areas, and 45% of corrective reading pupils come from low income families.

Corrective Reading Teachers

The teacher is probably the most important element in the corrective reading program. Table 2.27 shows some data regarding experience and preparation of the Wichita Title I Corrective Reading staff.

Elementary teachers tend to have more experience than secondary teachers and slightly more college semester hours to their credit.

TABLE 2.27

TEACHING EXPERIENCE AND COLLEGE PREPARATION OF TITLE I CORRECTIVE READING TEACHERS

	Years Experience			
School Level	Wichita	Other	Total	Semester Hours
Elementary N = 33				
Mean	8.7	6.4	15.1	170.5
Range	0-39	0-21	0-42	129-237
Number of teachers with over 200 hours			7	
Number of teachers with 160-199 hours			13	
Number of teachers with 120-159 hours			13	
Secondary N = 12				
Mean	3.9	4.5	8.4	167.7
Range	0-11	0-14	0-24	134-207
Number of teachers with over 200 hours			5	
Number of teachers with 160-199 hours			6	
Number of teachers with 120-159 hours			1	

2.40

Reading Teacher Interviews

Another element of the Title I Corrective Reading program evaluation was to interview approximately 25% of the reading staff. Teachers to be interviewed were selected randomly with elementary and junior high teachers in the proper ratio to the total Title I corrective reading staff. Thus, eight elementary and three junior high teachers were selected. Most of the interviews were conducted in the teacher's classroom.

It was felt that there was value in presenting the responses of each teacher as they were recorded so that firsthand information could be gleaned. There are many interesting variances in the techniques that are used throughout the system.

Questionnaire items and individual responses to each item are presented in the Appendix of this report. Following each question are all of the responses to that question. Elementary teachers are designated by "E" and junior high teachers by "JH." Interview numbers were maintained, thus for example, all of the answers designated by "E1" would represent the responses of one teacher.

COMMENTS ON RESULTS

By far the largest amount of physical and monetary effort of the Wichita Title I project was expended on the corrective reading segment. This activity enjoyed a high concentration of funds directed toward the individual pupil. While many more pupils were in need of corrective reading instruction, teacher work loads were wisely limited to provide a maximum effort directed toward a justifiable number of pupils.

When considering the improvement of the entire corrective reading pupil population as a whole, the objectives appear to have been met. Successes were greater for some grade levels. Usually the earlier grade level elementary children showed greater measured mean gains. The most consistent gains in all measured areas were recorded by the third grade groups. At the junior high level, greatest gains were made by the eighth grade groups. A general feeling was expressed by most corrective reading teachers that it was more efficient and expedient to provide early corrective reading instruction, thus helping to prevent reading problems before they had a chance to become deeply ingrained. It is reasonable to assume that if the years of defeat and frustration experienced by many poor or non-readers could be prevented by early treatment, then psychologically a better climate would be prepared for further learning free of damaging self-image concepts.

During the six months span of time from pretesting in late September to posttesting in early May, mean gains in the instructional reading grade level of grade groups ranged from a low of .8 for the fifth grade to a high of 1.8 for the seventh grade. All groups made more than an average six months growth in a six-month period. While these groups have not yet achieved at an average level, if this accelerated growth could be maintained, then at some later point in time, they might reach average reading achievement.

Possibly, if the same group of students could be tested in both the pre and post situation, then greater improvements in reading scores might be shown. During the past year there was nearly a 25 percent turnover of corrective reading pupils because of phasing back to regular classes and moving away. New pupils brought in to replace those leaving tended to have less time to show improvement and thus had the effect on group mean test scores of lowering them and not showing as large gains as hoped for. A feeling exists on the part of many corrective reading teachers that standardized tests do not give an adequate or accurate assessment of actual reading improvement. This feeling is substantiated to some extent in that pre-post correlations were higher for "Instructional Reading Grade Levels" than for the pre-post correlations of the Gates-MacGinitie Vocabulary or Comprehension grade scores. Teacher judgment, a subjective element, entered into the Instructional Reading Grade Level whereas the Gates scores were entirely objective.

There was an increase in the number of pupils served this year with a shifting toward increased numbers at the lower grade levels. This is consistent with the expressed feeling that greater improvements can be made at the earlier grade levels.

ART INSTRUCTION AND EDUCATION

Consultant and teaching services were made available in certain curriculum areas in the Title I project. Art was one of the curriculum areas selected. By providing special art teachers, art scholarships, and additional supplies for elementary schools in the target area, it was believed that the programs of art instruction would be enhanced.

OBJECTIVES

1. To provide a better balanced program of art activities with greater variety of art media in the classrooms.
2. To increase competence in art instruction of classroom teachers.
3. To increase children's ability to express themselves through art.

PROCEDURES

Four special art teachers were assigned to work with classroom teachers in the twenty-two Title I elementary schools. Two teachers served seven schools each, one served six schools, and one served two schools. The art teachers were in the buildings on a planned schedule. In this way they were available at scheduled times to help the classroom teachers plan and work toward a balanced art program. In-service education was available for teachers without their having to leave the classroom. The teachers and children were given opportunities to use art materials not used previously and to learn additional uses for known media. Additional art supplies were furnished to teachers in the twenty-two elementary schools at a cost of 20 cents per pupil.

Art scholarships were presented to a total of eighty-four children in fifth and sixth grades and eighteen in junior high school. Forty-two recipients of the scholarships attended classes at the Wichita Art Museum, and sixty attended classes at the Art Association Galleries. Eight of the children were parochial school pupils representing four parochial elementary schools. A wide variety of subject matters and several art media were utilized in the classes. Media expenses were provided for each pupil.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of information included interviews with the art director and the four Title I art teachers. Each teacher submitted a resume of her year's activities in the art program. School records were used as well.

PRESENTATION OF DATA

The following reports from the art director and two art teachers are quoted for their content.

"The art program was flexible enough to include scheduled projects which took more than one class period. For example:

1. Stitchery murals
2. Paper mache
3. Clay, etc.
4. Two-part cut paper projects
5. Printing

"Throughout the year we had several exhibits one of which was a collection from all of the Title I schools which was shown at Wichita State

University. Individual school exhibits took place at four elementary schools. The reaction by the public, teachers, and children was favorable. Children's art work should be displayed and shared because it satisfies a child's ego.

"The children's interest in art projects was very evident. They looked forward to using their imaginations and became involved enthusiastically in almost every media.

"Discovery played an important part in the child's learning. For instance, one project involved tempera paint using the primary colors red, yellow, and blue. The child discovered the secondary colors by mixing any two primary colors together. The child will remember because he participated in the discovery process.

"We believe the art program could be even more effective if we had fewer schools and could concentrate on a more sequential learning process, each lesson related to the next. Thus, developing a child's art vocabulary and familiarizing the child with more than one lesson in each media. A following lesson would allow the teacher to have more time to get involved, giving more meaning to each subject."

One of the Title I art teachers was involved in a special project in art appreciation. She describes this project as follows:

"Four classes each in grades second, third, fourth, and sixth were used for a research project concerned with the development of art vocabulary and basic art concepts in relation to contemporary artists.

"The classes were divided into four groups, one class from each of the grade levels made one group:

Group A - involved in the written work only

Group B - involved in the activity only

Group C - combination of both written work and activity

Group D - controlled group - just pre and posttested.

"The pretest was given to all sixteen classes on the same day. The following week classes started for groups A, B, and C. The written work consisted of a one page work sheet that was read aloud and completed during the class period. The activity period consisted of a group project corresponding to the artist's project that we were to study for that week. The combination class consisted of both the work sheet and the activity. Each of the three classes was shown an example of the artist's work and was given a bulletin board which had an example of the artist's work on it plus information. The classes were a seven weeks study with exposure to fine artists each once a week. The teacher had no responsibility other than to allow the 20-30 minute time span needed for each class period.

"Tabulations will be made this summer and test results are not known."

Another teacher who was assigned in two Title I schools made this special report:

"After two and one-half years of teaching art in Title I schools where one teacher served six, seven, or eight schools it was decided to put one teacher in two schools and try a different kind of program. It was decided to continue with demonstration teaching and in-service training for the teachers at least part of the time but to concentrate more effort with individual pupils who were not achieving because of an emotional problem, a poor self-image, or the inability to adjust to a classroom situation.

"When I was assigned to the two schools, I was given a small room or a corner of a room with the freedom to make my program as flexible as I felt it needed to be. Individual children or very small groups would come to the art room to work on a project of their choice. While they were working on something they particularly enjoyed, they liked to have someone to talk to who had time to listen to their stories. As many as ten to fifteen children on the average could be seen each week.

"Perhaps the child and I would be painting a picture together, doing a small stitchery with burlap and yarn, or hooking a wall hanging. We used many different media such as watercolor, crayons, charcoal, cut paper, clay, tissue paper, yarn and burlap.

"In the art corner we had a work bench where both boys and girls made objects with wood. Some made toy cars, boats and animals, while others made book shelves, dog houses, doll houses, and doll furniture. Often a small boy would be happy just sawing and pounding odds and ends of wood together. The result mightbe his version of a garage, a patio, or a house.

"The results of this type of program are not easily determined by tangible means such as tests. But the counselor, classroom teacher, nurse, and principal could observe changes in the children. Many of the children seemed to have a more positive attitude toward school. Changes such as a smile instead of a distrustful look, a willingness to accept correction, something to share and talk about to his classmates were noticed. It was felt that generally these children were making a satisfactory adjustment to their environment. I also had time to prepare the fifth and sixth graders for their trips to the art museums and to follow up their experiences with an art lesson.

"In another year I would recommend that the art teacher spend less time in another teacher's classroom and more time with individual students. I think it would be helpful to more students to have a room large enough where eight or ten children could work on some extra special project. Also the child with a special talent for art needs the opportunity to develop his potential abilities. Underpriviledged children from the deprived areas need to feel there is a special person interested in him and he needs to know that there is an area where he can succeed and there is no failure."

Table 3.1 shows the distribution of Title I art scholarships. These awards were valued at $2740. A total of 102 scholarships were distributed for both semesters with 97 different pupils receiving the scholarships. Five pupils received the scholarships again the second semester. The scholarships were nearly evenly split between boys and girls with the greater portion going to fifth and sixth graders. No racial breakdown was made.

TABLE 3.1

DISTRIBUTION OF TITLE I ART SCHOLARSHIPS - 1968-69

Grade	First Semester	Second Semester	Total	Sex	
				Boy	Girl
5	22 (1)	15	38	17	21
6	23 (3)	18 (2)	46	24	22
7		14 (1)	15	9	6
8	(1)		1		1
9		2	2		2
Total	45 (5)	49 (3)	102**	50	52

* Figures in parenthesis represent parochial school pupils
** Unduplicated count is 97

3.06

Attendance records turned in by the Art Association and Art Museum indicate the figures shown in Table 3.2.

TABLE 3.2

CLASS ATTENDANCE OF ART SCHOLARSHIP RECIPIENTS

Class	Number of Pupils	Accumulated Number of Classes Attended	Percent of Possible Total
First Semester			
Art Association Gallery		412	78%
Wichita Art Museum		190	83%
Total	50	602	80%
Second Semester			
Art Association Gallery		303	64%
Wichita Art Museum		210	76%
Total	52	513	68%
Yearly Total	102	1115	73%

The percent of total possible attendance ranged from a low of 64% for those attending the Art Association Gallery second semester to a high of 83% for those pupils attending the Wichita Art Museum first semester. For classes which meet on Saturday mornings and for which the pupil is responsible for his own transportation, attendance figures may not run as high as would be desirable.

COMMENTS ON RESULTS

Most elementary classroom teachers cannot be expected to have the specialized training in the teaching of art which is possessed by the special Title I art instructors. Through the special art instructors, the regular classroom teachers were given an opportunity to become better acquainted with a wider variety of art techniques and art media not commonly found in the self-contained classroom. It was found that art instruction appeared to have greatest value to the individual child when the special art instructor was able to spend longer periods of time in the school. Recommendations were made that the art instructor have a separate room and more allocated time in a school for the most effective utilization of her time.

PHYSICAL EDUCATION/RECREATION

One of the objectives of the Title I project was to improve the physical health of children in economically improverished areas. Closely related to improvement of physical health is the improvement of physical skills. It was felt that an increase in teaching services and additional expendable equipment and supplies should be continued in the Title I elementary schools to help overcome health deficiencies in children.

OBJECTIVES

1. To improve the physical fitness of children.
2. To improve the attitudes of children toward physical education.
3. To improve the overall physical education program in Title I schools in a better balanced program of activities.
4. To improve the physical education teaching competence of classroom teachers.

PROCEDURES

Six physical education instructors were employed to provide services to the Title I elementary schools. The six instructors implemented a well-planned program of instruction in grades 3 - 6 on a scheduled school-to-school basis. Each school was visited by an instructor a minimum of once per week and in some cases every day. Classroom teachers worked along with the instructor in following the program of instruction. Activities taught included those designed to develop skills, rhythm, body control, endurance and strength.

Additional expendable equipment and supplies such as basketballs, volleyballs, soccerballs, footballs, softballs, tetherballs and jumping ropes were purchased for use in each elementary school. A total outlay of $2400 was spent for additional equipment and supplies for the 1967-68 school year, consequently only about $100 additional was required for the 1968-69 school year.

EVALUATION STRATEGY

Test sources of data were used in the evaluation of the physical fitness services. The American Association for Health, Physical Education, and Recreation (AAHPER) Youth Fitness Test was administered in the fall and again in the spring to pupils in the twenty-two Title I elementary schools. Two, three, four, and three classes in grades 3 - 6 respectively provided test results for evaluation purposes. The twelve classes represented twelve different Title I schools and three Title I physical education instructors.

PRESENTATION OF DATA

The AAHPER Youth Fitness Test is composed of a series of exercises including pull-ups, sit-ups, shuttle race, 50-yard dash, softball throw, standing broad jump and 600-yard run-walk. Modified pull-ups or flex-arm hangs were substituted for pull-ups for girls. Tables 4.1 through 4.8 contain the means and standard deviations for both fall and spring performances on each exercise in the test for both boys and girls in grades three through six. National norms are available for the tests giving percentiles for each age group of boys and girls starting with age ten. Percentiles for the fifth grade were based on age ten group and sixth grade on age eleven group. For the groups whose mean age appeared to be near enough to ten years the mean scores were converted to percentiles for a mythical pupil of the mean age for the group. The change in percentile rank for the mean scores converted in this way should give some idea of the portent of the groups' mean gain. In those exercises involving numbers or distances positive change represents improvement, while negative change represents improvement in those exercises measured in seconds. In most cases, improvement was shown in mean scores for each of the exercises.

Tables 4.5 and 4.6 include columns showing the differences in the fiftieth percentile points for 10 and 11 year olds for each exercise. Tables 4.7 and 4.8 show the differences for 11 and 12 year olds. These values should be an estimation of an "expected" amount of change for an "average" child in one full year at that age. Although too much importance should probably not be placed on these values, the values do give another indication of the meaning of the changes in mean scores. The pretest and posttest were administered at the beginning and end of the school year. Consequently, the observed gains represent only a seven or eight month period instead of a full year.

4.04

TABLE 4.1

RESULTS OF AAHPER YOUTH FITNESS TEST FOR THIRD GRADE GIRLS

Mean Age = 7.7

Measure	Number	Pretest	Posttest	Gain
Mod. Pull-ups (number)				
Mean	11	0.5	0.8	+ 0.3
SD		1.2	1.3	
Flex-Arm Hang (seconds)				
Mean	6	11.2	11.3	+ 0.1
SD		6.0	2.8	
Sit-ups (number)				
Mean	17	18.1	28.2	+10.1
SD		9.5	12.1	
Shuttle Race (seconds)				
Mean	17	13.7	13.1	- 0.6
SD		1.1	1.2	
50-Yard Dash (seconds)				
Mean	17	10.1	9.5	- 0.6
SD		0.8	0.7	
Softball Throw (feet)				
Mean	17	31.6	37.9	+ 6.3
SD		8.5	8.2	
Broad Jump (inches)				
Mean	17	35.4	42.1	+ 6.7
SD		10.0	8.1	
600-Yard Run-Walk (seconds)				
Mean	17	214.6	179.5	-35.1
SD		29.7	21.5	

TABLE 4.2

RESULTS OF AAHPER YOUTH FITNESS TEST FOR THIRD GRADE BOYS

Mean Age = 7.6

Measure	Number	Pretest	Posttest	Gain
Pull-ups (number)				
Mean	22	2.1	2.4	+ 0.3
SD		2.6	2.3	
Sit-ups (number)				
Mean	22	33.2	36.9	+ 3.7
SD		26.9	20.5	
Shuttle Race (seconds)				
Mean	22	12.5	11.8	- 0.8
SD		1.1	0.7	
50-Yard Dash (seconds)				
Mean	22	9.5	9.0	- 0.5
SD		0.8	0.8	
Softball Throw (feet)				
Mean	22	57.2	68.1	+10.9
SD		15.2	14.2	
Broad Jump (inches)				
Mean	22	43.4	52.3	+ 8.9
SD		10.1	6.7	
600-Yard Run-Walk (seconds)				
Mean	22	202.2	179.0	-23.2
SD		26.5	25.5	

TABLE 4.3

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FOURTH GRADE GIRLS

Mean Age = 8.81

Measure	Number	Pretest	Posttest	Gain
Mod. Pull-ups (number)				
Mean	10	2.8	3.2	+ 0.4
SD		2.4	2.6	
Flex-Arm Hang (seconds)				
Mean	29	8.1	9.4	+ 0.7
SD		7.3	7.7	
Sit-ups (number)				
Mean	38	26.6	33.3	+ 6.7
SD		13.1	13.7	
Shuttle Race (seconds)				
Mean	39	14.3	13.4	- 0.9
SD		2.2	1.7	
50-Yard Dash (seconds)				
Mean	39	9.4	9.0	- 0.4
SD		0.9	1.0	
Softball Throw (feet)				
Mean	39	37.8	46.4	+ 8.6
SD		14.8	15.7	
Broad Jump (inches)				
Mean	37	45.5	50.3	+ 4.8
SD		8.6	7.7	
600-Yard Run-Walk (seconds)				
Mean	39	211.3	200.2	-11.1
SD		30.1	36.1	

TABLE 4.4

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FOURTH GRADE BOYS

Mean Age = 8.95

Measure	Number	Pretest	Posttest	Gain
Pull-ups (number)				
Mean	41	2.2	2.5	+ 0.3
SD		1.8	2.3	
Sit-ups (number)				
Mean	41	38.5	65.6	+27.1
SD		24.0	33.6	
Shuttle Race (seconds)				
Mean	41	13.7	12.6	- 1.1
SD		2.4	1.8	
50-Yard Dash (seconds)				
Mean	41	9.2	8.5	- 0.7
SD		0.9	0.7	
Softball Throw (feet)				
Mean	41	76.2	85.3	+ 9.1
SD		18.8	18.0	
Broad Jump (inches)				
Mean	41	52.1	56.5	+ 4.4
SD		7.2	6.7	
600-Yard Run-Walk (seconds)				
Mean	41	202.8	178.9	-23.9
SD		39.2	33.1	

TABLE 4.5

RESULTS OF AAHPER YOUTH FITNESS TEST
FOR FIFTH GRADE GIRLS

Mean Age = 10.10

Measure	Number	Pretest	Posttest	Gain	Raw Score Differences in National 50%ile Ranks of 10 and 11 Year Old Girls
Mod. Pull-ups (number)					
Mean	17	1.8	1.7	- 0.1	
SD		1.9	1.8		
Flex-Arm Hang (seconds)					
Mean	33	7.2	8.7	+ 1.5	+1
SD		7.3	9.1		
Percentiles		51st	53rd	+ 2	
Sit-ups (number)					
Mean	36	34.4	46.4	+12.0	-1
SD		21.8	33.7		
Percentiles		56th	68th	+12	
Shuttle Race (seconds)					
Mean	50	12.8	12.0	- 0.8	-.2
SD		1.3	1.1		
Percentiles		20th	40th	+20	
50-Yard Dash (seconds)					
Mean	49	9.2	9.2	0	-.1
SD		0.9	1.4		
Percentiles		20th	15th	- 5	
Softball Throw (feet)					
Mean	50	48.2	55.4	+ 7.2	+9
SD		13.3	13.7		
Percentiles		46th	42nd	- 4	
Broad Jump (inches)					
Mean	50	46.3	52.5	+12.2	+3
SD		9.1	8.4		
Percentiles		13th	26th	+13	
600-Yard Run-Walk (seconds)					
Mean	50	177.8	169.2	- 8.6	+1
SD		62.7	56.5		
Percentiles		36th	50th	+14	

TABLE 4.6

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FIFTH GRADE BOYS

Mean Age = 10.25

Measure	Number	Pretest	Posttest	Gain	Raw Score Differences in National 50%ile Ranks of 10 and 11 Year Old Boys
Pull-ups (number)					
Mean	47	2.0	2.1	+ 0.1	0
SD		2.5	2.7		
Percentiles		48th	55th	+ 7	
Sit-ups (number)					
Means	38	42.8	52.7	+ 4.5	+5
SD		25.7	30.2		
Percentiles		51st	63rd	+12	
Shuttle Race (seconds)					
Mean	49	12.6	12.2	- 0.4	-.1
SD		2.5	1.9		
Percentiles		10th	14th	+ 4	
50-Yard Dash (seconds)					
Mean	47	9.1	8.6	- 0.5	-.2
SD		0.8	0.7		
Percentiles		15th	23rd	+ 8	
Softball Throw (feet)					
Mean	47	83.5	92.5	+ 9.0	+15
SD		22.6	22.1		
Percentiles		30th	23rd	- 7	
Broad Jump (inches)					
Mean	49	51.3	57.2	+ 5.9	+2
SD		9.1	9.1		
Percentiles		10th	35th	+25	
600-Yard Run-Walk (seconds)					
Mean	47	180.9	167.2	-13.7	-6
SD		35.1	28.4		
Percentiles		15th	20th	+ 5	

TABLE 4.7

RESULTS OF AAHPER YOUTH FITNESS TEST FOR SIXTH GRADE GIRLS

Mean Age = 10.25

Measure	Number	Pretest	Posttest	Gain	Raw Score Differences in National 50%ile Ranks of 11 and 12 Year Old Girls
Mod. Pull-ups (number)					
Mean	12	0.8	1.1	+ 0.3	
SD		1.2	1.0		
Flex-Arm Hang (seconds)					
Mean	41	10.5	10.9	+ 0.4	+1
SD		10.1	10.5		
Percentiles		68th	69th	+ 1	
Sit-ups (number)					
Mean	53	33.8	43.2	+ 9.4	+2
SD		14.5	17.1		
Percentiles		54th	67th	+13	
Shuttle Race (seconds)					
Mean	53	11.9	11.2	- 0.7	-.1
SD		1.1	0.9		
Percentiles		43rd	65th	+22	
50-Yard Dash (seconds)					
Mean	52	8.6	8.1	- 0.5	-.2
SD		0.8	0.7		
Percentiles		35th	55th	+20	
Softball Throw (feet)					
Mean	53	65.3	74.0	+ 8.7	+5
SD		20.1	20.7		
Percentiles		63rd	65th	+ 2	
Broad Jump (inches)					
Mean	53	57.3	61.5	+ 4.2	+2
SD		7.3	7.0		
Percentiles		45th	55th	+10	
600-Yard Run-Walk (seconds)					
Mean	53	190.8	166.9	-23.9	0
SD		30.5	27.6		
Percentiles		30th	53rd	+23	

TABLE 4.8

RESULTS OF AAHPER YOUTH FITNESS TEST FOR SIXTH GRADE BOYS

Mean Age = 11.33

Measure	Number	Pretest	Posttest	Gain	Raw Score Differences in National 50%ile Ranks of 11 and 12 Year Old Boys
Pull-ups (number)					
Mean	33	2.2	2.4	+ 0.2	0
SD		2.0	2.2		
Percentiles		56th	53rd	+ 3	
Sit-ups (number)					
Mean	32	58.9	80.2	+21.3	+4
SD		32.8	48.6		
Percentiles		69th	72nd	+ 3	
Shuttle Race (seconds)					
Mean	32	11.6	11.1	- 0.5	-.1
SD		1.1	1.0		
Percentiles		30th	40th	+10	
50-Yard Dash (seconds)					
Mean	32	8.7	8.1	- 0.6	-.2
SD		0.9	0.8		
Percentiles		20th	33rd	+13	
Softball Throw (feet)					
Mean	33	97.5	112.0	+14.5	+9
SD		21.2	23.2		
Percentiles		29th	35th	+ 6	
Broad Jump (inches)					
Mean	33	60.1	65.4	+ 5.3	+4
SD		7.6	7.5		
Percentiles		40th	47th	+ 7	
600-Yard Run-Walk (seconds)					
Mean	32	165.3	145.4	-19.9	-6
SD		25.3	22.9		
Percentiles		23rd	43rd	+20	

COMMENTS ON RESULTS

Results of the AAHPER Youth Fitness Test indicate that progress was made in improving the physical fitness of pupils in Title I schools. Comparisons of pretest - posttest gains show that mean gains were made by all grade groups in all measurements except for fifth grade girls who showed no change in the 50-yard dash and very slight loss in modified pull-ups.

Percentile comparisons were available for both the fifth and sixth grade groups. These show gains in every category except fifth grade boys who, although recording a mean gain, lost in percentile rank on the softball throws and fifth grade girls who lost in percentile ranks on the 50-yard dash and softball throw. Most mean gains were considerably larger than were needed to show satisfactory progress from pretest to posttest.

KEYBOARD MUSIC INSTRUCTION

Using electronic keyboards in providing music experiences for third grade pupils in economically disadvantaged areas was a part of the Title I project. It was felt that the piano keyboard was the most appropriate device for use in teaching music fundamentals. Also, it was felt that pupils in Title I schools were most apt to be deprived of piano keyboard instruction because of their economic status. Although some pupils were included in all of the grades 2 - 6, third graders were given first priority for the music experience because of the desire to provide such experiences in the early school years and because most eight year old children are able to learn the basics of music.

OBJECTIVES

1. To enable children to become better acquainted with the tools and symbols of music.
2. To enable children to acquire the visual pattern of the keyboard needed for better understanding of the musical scale.
3. To improve melodic, rhythmic, harmonic, and other musical concepts.
4. To increase children's interest in music and the piano.
5. To increase children's playing ability.

PROCEDURES

Eleven Title I public elementary schools and one parochial elementary school were regularly scheduled for the two keyboard music van units. Each van unit was assigned to six schools. All third grade pupils in the twelve schools were given first priority in scheduling. Remaining time was given to some pupils from all classes, second through sixth and some EMH pupils. Classes were scheduled thirty minutes per week.

Each van contained twenty-four individual keyboard units plus the instructor's console and associated wiring network.

EVALUATION STRATEGY

No test data were used in the evaluation of this part of the Title I project. For the past three years, significant positive results have been obtained with the Wood-Boardman Test of Musical Discrimination for the Primary Grades used in a pretest - posttest situation. Further testing with this instrument was not deemed necessary. Non-test sources of information included school records, telephone interviews, and newspaper publicity.

PRESENTATION OF DATA

Pupil participation by grade level is shown in Table 5.1. The most concentration of effort was at the third grade level. A few second graders and a few EMH pupils were instructed at one school.

TABLE 5.1

PUPIL PARTICIPATION IN KEYBOARD MUSIC VANS

Keyboard Music Unit	Number of Pupils Participating by Grade						
	2	3	4	5	6	EMH	Total
Van A		313	270	149	126		858
Van B	13	666*	335	47		23	1084
Total	13	979	605	196	126	23	1942

* Parochial school pupils accounted for 36 of this number

The following comments were made by some of the school principals.

"Children certainly enjoyed it."

"Parents were pleased that their children had the opportunity."

"Teachers offered no complaint."

"Teachers also welcomed the opportunity to work with only half of their class for thirty minutes."

"Would like very much to keep the program."

"Only one parent thought more time should be spent on 3R's."

"Anything that helps a child should be continued and expanded - keyboard music does help children in many ways."

"Some teachers feel children come back to classroom elated and therefore it takes a while to "get them back to normal."

"Very worthwhile."

Two newspaper articles appeared in the Wichita Eagle that described the keyboard music program and a project to "computerize" the music instruction. These articles are reprinted here:

5.04

[illegible] 11-14-69

2,000 Students Learn Music In Unusual Trailer Classroom

By JACK L. KENNEDY
EAGLE EDUCATION WRITER

The large van parked at Little Elementary School, 1613 Piatt, shook a little as 10 third graders inside ran in place, paused, then resumed their running.

They are students in one of Wichita's most unusual classes, housed in a $6,000 semitrailer that has received national attention.

Twenty-four small keyboards line the walls of the well-lighted van. The children are "wired in" to the instructor, Robert King, through headsets attached to the keyboards.

THE RUNNING, WHILE IT also might be good exercise, helped make the distinction between "running notes," which show a fast tempo, "walking notes," slow tempo, and "holding notes," indicating a pause in the music.

"Will you come up here and show me where 'one' goes?" King asked a small girl. She quickly moved to the van's blackboard and put the note in its proper place on a diagram King had drawn.

Before long, she would discover that the numbered note actually has a letter.

"What is the name of it?" King asked. A chorus of "F" came back as the students looked at a printed guide in front of them.

The third graders work with a guide prepared three years ago by John Schneider, first teacher here to use a piano van. A second van was added last June with King as teacher.

ON THE WALLS, the mobile classroom has reproductions of paintings and student crayon-drawings of a piano and treble clef.

"It's not designed to teach piano," King noted, but does help teach rhythm, music appreciation and singing. It gives the children "a sense of evenness," he said.

King can "tune in" all students from his console, or single out one of them to check whether he or she is playing the correct note. He can feed a tape recording to all 24 pianos or give instructions individually without disturbing the class.

Some children like to "play a duet" with King. As he sounds a note, they play it on their keyboards.

"Let's find some notes," King told the class. "Where does A always fall on the keyboard?" Some youngsters found A in five places, others in six, and a lively but brief debate resulted.

"This is a special kind of C, King told the class. "What is it?" The reply came back: "Middle C."

SCHNEIDER, WHO WAS a first-year teacher when he began the program in 1966, agrees with King that he would like to have more time with the children.

"Thirty minutes isn't long enough," Schneider said. King's van goes to Longfellow, Lincoln, Munger, Brookside and MacArthur schools. Schneider works with students at Dodge, Ingalls, Isely, Mueller and the Fairmount-Holy Savior area.

They see about 2,000 students each week. The vans spend a day at each school, not a half day as at first.

Begun with third graders, the program has been expanded to reach fourth and a few fifth graders. The schools involved received funds under Title I of the federal Elementary-Secondary Education Act, which pay expense of the vans and the teachers' salaries.

ART HARRELL, DIRECTOR of music for the public schools, has been enthusiastic about the program since its beginning. He would like to see it expanded to more schools.

Philadelphia schools use the electronic keyboards in junior highs, he said. Students who had been through the program scored higher in mathematics and history, Harrell said, although their IQs were not higher than other students.

More reaserch is needed on effect of the electronic keyboard experience, Harrell said. The school system hopes for funds from outside sources to broaden its research.

King and Schneider, both Wichita State University music graduates, feel the program has helped teach music appreciation to children who might otherwise never have had access to a musical instrument.

THE WICHITA EAGLE 5-22-69

Pilot Program Tested

Computer Used In Music Field

A Wichita pilot program to teach music appreciation with help from a computer may reach all city third graders if it is successful, according to public school music director Arthur Harrell.

He and other Wichita educators are conferring through Friday with Roy Neperude, Systems Development Corp., on the schools' first venture into computerized instruction.

NEPERUDE, FROM THE SDC Falls Church, Va., office, is checking equipment in the two traveling vans of electronic keyboards owned by the school system. He will refine technical requirements needed to tie the keyboards into the nation's first completely computerized approach to teaching piano fundamentls.

SDC, with cooperation of the Wurlitzer Co. and school officials, is developing goals and objectives for the pilot program. Teachers in the traveling vans are revising their lesson plans and writing new ones, Harrell said.

Wichita received a $180,000 federal grant to initiate the trial program.

THE SILENT CLASSROOMS on wheels will have groups of children simultaneously playing electronic pianos. Through earphones, each child hears only his own playing and the instructions and music notes generated by the computer.

Different combinations of music notes are generated, in response to each student's activities. In one exercise, computers may play the bass while youngsters play the melody. Rear projection screens or television receivers may show students how each note is positioned on sheet music at the time it is played.

The two vans serve 1,200 children. If successful, the program can be expanded to serve all elementary school students in Wichita. "We will go rather slow at first," Harrell said.

IF THE NEW APPROACH works as expected, more than 400 separate activities conceivably could be conducted at one time.

"The teacher isn't going to be replaced," Harrell said. "It wouldn't surprise me to find that teaching may be made better by the computer's infinite response characteristics."

TEACHER JOHN SCHNEIDER HELPS FIND NOTE
. . . Computer program here is pilot plan for U.S. . . .

5.06

COMMENTS ON RESULTS

Since many children living in economically disadvantaged areas do not have an opportunity to play, or have access to, a piano or other musical instrument, the mobile keyboard music instruction helps to add to a background of experiences for the pupil participants. Previous studies have shown that participants show significant progress in musical discrimination and in the ability to identify the organization of musical sounds.

Substantial numbers of pupils received instruction in keyboard music. Reactions of principals to the program were positive. Publicity received from the program has been generally favorable.

INDUSTRIAL ARTS

Industrial arts classes in metals and woodworking were included in the Title I project as an extension of the regular industrial arts program in the junior high schools. By scheduling the classes during the evenings, leisure time of the pupils was used constructively, and it was hoped that fathers would find it possible to attend the classes also.

OBJECTIVES

1. To develop familiarity with tools and equipment used in woodworking and metals.
2. To instill interest in seeing projects through to completion.
3. To develop skills and attitudes which lead to more effective use of leisure time.

PROCEDURES

The program was located in the industrial arts classrooms in two Title I junior high schools in the target area. Each school conducted one class of woodworking and one class of general metals, thus a total of four instructors was utilized. Classes were scheduled from 5 p.m. to 7 p.m. Tuesdays and Thursdays at one school and 6 p.m. to 8 p.m. Tuesdays and Wednesdays at the other school. Twenty-eight sessions were scheduled for the school year. Any junior high school boy who resided in the low-income target area was eligible for enrollment. While fathers also were encouraged to participate in the classes none came regularly. A few older brothers of class participants did attend, however.

The classes were open to parochial school pupils as well but none enrolled. The class instructors were regular industrial arts teachers. Evening class pupils had much freedom of choice in pursuing their wood or metal projects.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-tests sources of information included school records and interviews with instructors.

PRESENTATION OF DATA

Interviews were conducted with the shop instructors for the purpose of finding out what procedures were used in the selection of class participants, what activities student engaged in, and what general comments the instructors might have.

Announcement of the formation of classes was made in the school bulletins of the two schools. Usually three announcements of the classes were made. Pupils who were interested in the classes then made application to the shop instructors. The instructors felt that because class participation was voluntary, most pupils who enrolled for the shop classes were interested in working and exhibited a good attitude. Only two pupils were reported to have become disciplinary problems.

Instructors were of the opinion that the classes would function better if pupils were grouped according to their previous shop experience. Some problems were encountered by having pupils with no prior shop experience in the same class with others who might have had two years of shop.

Attendance dropped off in the spring after the track season opened. Many boys were trying to make the track squad and weren't able to keep up with both activities.

Many of the boys who had previous shop experience concentrated on larger projects and completed such items as: wrought iron tables with formica tops, coffee tables, end tables, desks, and chests.

Power equipment: Table saws, planer, jointer, drill press, engine lathe, were all used. Boys were permitted to use these to the limit of their ability and experience.

One instructor felt that a fee should be charged for the course with the fee to be returned at the end if successfully completed.

COMMENTS ON RESULTS

A variety of projects was reported to have been completed. These projects encompassed a relatively long period of time for construction because of their complexity. Kinds of power equipment reported to have been used is indicative that the class participants achieved some degree of skill in their use. Instructors experienced some problems which were a result of having several levels of prior shop experience represented in each class.

CLOTHING AND PERSONAL GROOMING

Homemaking classes in clothing and personal grooming for mothers and daughters were included in the Title I Project as an extension of the regular homemaking program in junior high schools. Classes were scheduled in the evenings with the hope of using the pupils' leisure time constructively and increasing the possibility of organizing with a mother-daughter format.

OBJECTIVES

1. To develop skills in caring for and operating sewing machines.
2. To develop skills in reading and following instructions of a commercial pattern.
3. To develop skills in the basic techniques of clothing construction.
4. To develop skills in consumer ability as related to quality and price.
5. To improve the pupil's personal grooming habits and skills.

PROCEDURES

Evening classes were organized in two junior high schools with one teacher at each school. Each class was scheduled to meet two evenings per week for twelve weeks. Pupils were instructed in purchasing fabrics, patterns, and accessories, in basic sewing techniques, in constructing articles of clothing, and in personal grooming skills. Girls were selected on the basis of interest and need. Mothers were encouraged to enroll with their daughters.

Enrollments were open to non-public school pupils as well; however, none enrolled. Materials and supplies were furnished to class participants.

EVALUATION STRATEGY

No standardized tests were used for this part of the Title I evaluation. Non-test sources of evaluative data included attendance records and telephone interviews with the teachers and activity director.

PRESENTATION OF DATA

Table 7.1 shows participation statistics for the two Title I Clothing classes grouped by semesters. A total of eighty-one class participants were enrolled during the year, 43 first semester and 38 second semester. The first semester enrollment had dropped off to 33 by the end of the semester. The second semester enrollment in one school area started low, at 14, and was down to 4 before the 24 class periods were held. This class was discontinued after 22 sessions. One of the teachers felt that the community had reached saturation as far as new participants were concerned. Several mothers who had been in the clothing classes in previous years wanted to retake it, but enrollments were held open for new people.

Teachers of the clothing classes were divided in their opinion about whether this part of Title I should be continued. They felt that with the extremely wide range of interests, experience, and abilities that were present in the class enrollments that these were difficult classes to organize and teach. Approximately twice as much preparation was required for these clothing classes as a regular day clothing class.

Some of the learnings that participants engaged in were:

How to make garment alterations

How to line a garment

How to layout patterns

How to alter patterns

How to make aprons

How to make pillow cases

How to use and perform maintenance on the sewing machine

How to shop for materials

Clothing teachers were of the opinion that most class participants who attended class regularly had made satisfactory progress in the above listed learnings.

Each participant was furnished material for the construction of two new garments. The teachers estimated the retail value of the finished garment to be about $25 to $30 for adults and about $15 for the children.

It was learned from experience that the new material for garment construction should be held until near the end of the course. Too often the participants did not return after they had received the material.

TABLE 7.1

SUMMARY REPORT OF TITLE I CLOTHING CLASSES
1968-69

	First Semester		Second Semester	
	School A	School B	School A	School B
Beginning Enrollment	20	23	14	24
Adults	9	12	5	13
School Age Pupils	11	11	9	11
Closing Enrollment	17	16	4	16
Adults	9	8	1	12
School Age Pupils	8	8	3	4
Number of Class Sessions	24	23	22	26
Number Attending All Sessions	8	0	1	1
Number Attending 20-23 Sessions	6	9	2	9
Number Attending 15-19 Sessions	3	7	3	5
Number Attending 10-14 Sessions	0	1	3	1
Number Attending Less Than 10 Sessions	3	6	5	8
Material Allocation	$150	$150	$150	$150
Money Spent On Materials	$142.70	$121.41	$147.44	$171.74

COMMENTS ON RESULTS

Questions may be raised whether the Clothing and Personal Grooming classes in their present form should be continued. Classes were started in five schools at the beginning of the 1967-68 year but were reduced to one school at mid-year because of poor attendance. Attendance seems to have been a factor in part of the classes for the 1968-69 year. Perhaps most of the people who have been interested in the classes have had the opportunity to participate. If the classes are continued in their present form consideration should be given to permitting pupils to enroll for a second time. Possibly a different emphasis should be considered--concentration on consumer education, for example.

LIBRARY SERVICES

In recognition of the important position of the library in the school program, particularly in the teaching of reading, library services were expanded as a component of the Title I project. Assistance to the twenty-two Title I elementary schools was furnished in the form of additional librarians and library aides.

OBJECTIVES

1. To meet library needs of individual pupils.
2. To encourage maximum use of instructional materials by teachers and pupils.
3. To provide for greater flexibility in library scheduling.
4. To increase the use of librarians as resource personnel for teachers.

PROCEDURES

Eight librarians and seven library aides were employed for the purpose of providing additional library service to Title I schools. While not all of the librarians were full-time, the aides were employed full-time. Five of the eight librarians were full-time, with the remaining three working one, three, and four days per week respectively. One librarian and one aide were assigned to a library demonstration center.

Utilization of the additional librarians and aides allowed each Title I elementary school approximately one extra day of service per week. This made possible extra service to corrective reading pupils and their teacher, as well as additional service to pupils and teachers other than corrective reading.

The aides assisted the librarians in processing, shelving, material preparation, card filing and in performing other tasks assigned by the librarians.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. It was assumed that changes in the scores of pupils on standardized achievement tests, given to evaluate reading progress, would assist in evaluating this activity. Non-test sources of evaluative data included records available in the central office.

PRESENTATION OF DATA

Table 8.1 shows the comparison of the number of days per week of assigned librarian time in the Title I schools in 1965 and 1968. The total time for all twenty-two schools increased from 80 days to 106 days per week or an increase of twenty-six days.

Where more than five days of librarian time per week is shown,it indicates that a second librarian spends at least part time in the school. Increases in assigned librarian time range up to four additional days per week in one school. Two schools each received three extra days, one received two extra days, fourteen received one extra day while the remaining four schools experienced no increased librarian time.

TABLE 8.1

COMPARISON OF LIBRARIAN ASSIGNMENTS IN TITLE I SCHOOLS, 1965, BEFORE TITLE I AND AFTER TITLE I, 1968

N = 22

Type of Librarian Assignment (days per week)	Number of Schools	
	1965	1968
10 days	0	1
9 days	0	2
8 days	0	0
7 days	1	0
6 days	1	2
5 days	3	2
4 days	3	11
3 days	12	4
2 days	2	0
Total days per week all schools	80	106

Librarians indicate that the utilization of library aides frees them from many of the routine clerical tasks which formerly the librarian herself had to perform. This provided for a more efficient use of the professional librarian's skills and time.

COMMENTS ON RESULTS

An increased amount of librarian and library aide service has been made available to Title I schools because of Title I. Much of the additional time has been directed specifically toward the benefit of corrective reading pupils and their teachers.

The librarian's use as a resource person was increased. The aides' assistance made it possible for the librarians to spend more time with pupils and teachers.

Progress of corrective reading pupils is reported in another section of this report. Since corrective reading pupils and their teachers were the recipients of some of the additional library services, it is reasonable to assume that changes in reading achievement were due in part to the Title I library services.

SUPPLEMENTARY FOOD PROGRAM

One of the observed characteristics of some children in Title I schools was malnutrition. Inadequate diets resulted in the need for aid to children in these schools. The food service component of the Title I project had three parts: (1) servings of milk and crackers to kindergarten children in Title I elementary schools, (2) hot lunches available to all children in two Title I elementary schools, and (3) an experimental breakfast program in one Title I elementary school.

OBJECTIVES

1. To improve the diets of children in low income areas.
2. To thereby improve the physical health and enhance learning readiness for participating pupils.

PROCEDURES

Kindergarten children in the twenty-two Title I elementary schools were supplied servings of milk and crackers daily during March, April, and May to supplement their diets. In addition to this service, pupils in grades one through six in two public elementary schools were served hot lunches throughout the year. Food provided for the lunches at the two schools was prepared at nearby secondary schools and transported to the elementary schools where it was served. Milk and crackers were sold and delivered to the schools by private companies. An experimental breakfast program was conducted during second semester in one school.

About 1200 kindergarten children were served milk and crackers daily in the twenty-two elementary schools. Throughout the year a total of 86,164 hot lunches were served in one of the Title I elementary schools. A total of 28,107 lunches were served in the other. Thus a total of 114,271 hot lunches were served in the two schools. An average of ninety-five pupils per day were served breakfast in one elementary school.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of information included school records and interviews with central office personnel and principals.

PRESENTATION OF DATA

Prior to January, 1969, the cost of a hot lunch to the individual pupil was twenty-five cents. For the remainder of the year the cost was reduced to ten cents because of funding received through another federal program. During the first semester the highest monthly participation percentage was 49. With the lowered food price, participation jumped to 69% and then ranged between 61% and 75%. Principals of the two schools felt that the higher cost, twenty-five cents, was too much for families with several children to pay but they were better able to meet the ten cents cost. The meals served were reported to have cost forty-one cents each.

Participation information for the two Title I elementary schools that served hot lunches is shown in Table 9.1.

TABLE 9.1

HOT LUNCH PARTICIPATION IN TWO TITLE I ELEMENTARY SCHOOLS

Month	Number of Hot Lunches Served	Average Number of Hot Lunches Served Per Day	Percent of Pupils Participating
September	10,225	511.3	48%
October	11,312	514.2	49%
November	9,001	473.7	45%
December	7,846	523.1	49%
January	16,064	730.2	69%
February	14,975	748.8	71%
March	16,776	798.9	75%
April	13,479	674.0	64%
May	14,593	768.1	72%
Total	114,271	642.0	61%

Principals of the two schools with hot lunches felt that it was a worthwhile segment of Title I services. Some problems were created for the school in the way of record keeping, money collection, and lunchroom supervision; however, there was an expressed feeling that the benefit to children more than offset these problems.

Limitations in funds curtailed the kindergarten milk and crackers program to the last three months of the year.

The experimental breakfast program was viewed enthusiastically by the principal of the school where this service was given. An average of ninety-five pupils, ranging from kindergarten to sixth grade, took advantage of the breakfast. Cost to the individual pupil was ten cents per breakfast with the actual value of the breakfast being twenty-five cents. This program appeared to meet three kinds of needs:

1. To provide breakfast to children of low income families.
2. To provide breakfast to children whose parents both went to work early.
3. To provide more social interaction among pupils.

This principal expressed a strong opionion that the program was very good. Several children who were habitual late comers started getting to school on time,and teachers noticed an improvement in the work and study habits of participants. The principal did, however, feel that the breakfasts should be started earlier in the school year.

COMMENTS ON RESULTS

Poor diet surely contributes to impaired physical and mental efficiency. Any efforts to contribute to improved functioning should be worthwhile. Whether improvements in pupils noticed by teachers can be attributed to any one facet of the total Title I program is open to question. Positive changes were reported and principals were complimentary to the program.

ELEMENTARY COUNSELING AND GUIDANCE

One of the identified needs of elementary school children in economically impoverished areas was the need for more counseling service. Characteristics of some of the children in Title I elementary schools included the following: performance on standardized tests of achievement and ability below that which was expected; below grade level performance in classwork; and emotional and social instability. It was believed that additional counseling service would help each child to approach more closely the maximum educational growth in accordance with his potentialities.

OBJECTIVES

1. To better enable parents, teachers, and pupils to establish realistic goals and improved educational plans by assessing and interpreting the potential of pupils.
2. To assist in preventing and seeking solutions to problems of pupils which interfere with learning.

PROCEDURES

Six counselors were employed to provide additional counseling service to the twenty-two Title I elementary schools. In addition to counseling individual pupils, the counselors worked closely with corrective reading teachers in implementing the reading program, assisted teachers in understanding and working with pupils, performed testing and test interpretation, made home calls and conferred with parents at school, and made pupil case studies.

Instead of spreading the services of the six additional counselors over all twenty-two schools, they were added to the regular counseling staff and reapportionments of assigned time were made. This added approximately 180 hours of counseling time per week to the twenty-two schools.

EVALUATION STRATEGY

Since this part of Title I services has been in operation since September, 1966, and had been formally reported in the last two evaluation reports, no exhaustive evaluation was planned for this year. Interviews were conducted with some of the Title I school principals and counselors. Central office files were examined for certain other types of data.

PRESENTATION OF DATA

Although Title I provides funds for six additional counselors, a total of eighteen different counselors have assignments in Title I designated schools. Table 10.1 shows the type of assignment by Title I and non-Title I schools and the number of counselors serving in each type of assignment.

TABLE 10.1

COUNSELOR ASSIGNMENTS TO TITLE I AND NON-TITLE I SCHOOLS

N = 18

Type of Assignment	Number of Counselors
1 Title I school (full-time)	2
1 Title I school, 1 non-Title I school	5
2 Title I schools, 1 non-Title I school	1
1 Title I school, 2 non-Title I schools	3
1 Title I school, 3 non-Title I schools	1
2 Title I schools, 2 non-Title I schools	3
1 Title I school, 3 non-Title I schools	1
1 Title I school, 4 non-Title I schools	2

Table 10.2 shows the comparison of counseling assignments in twenty-two Title I schools in 1965 before Title I programs were instituted and in 1968 after the second year of additional counseling services for Title I schools. The overall increase in counseling time in these schools amounted to twenty-six and one-half days. The remainder of additional counseling time was distributed in the Follow Through designated schools.

TABLE 10.2

COMPARISON OF COUNSELING ASSIGNMENTS BEFORE TITLE I, 1965, AND AFTER TITLE I, 1968

N = 22

Counseling Assignment in Each School (days per week)	Number of Schools 1965	Number of Schools 1968
Five	1	2
Four and one-half		1
Four		3
Three and one-half		
Three	1	3
Two and one-half	1	5
Two	5	5
One and one-half	4	3
One	9	
One-half	1	

Pupil to counselor ratios in Title I and non-Title I schools were examined. These are shown in Table 10.3.

TABLE 10.3

COMPARISON OF PUPIL-COUNSELOR RATIOS*

Category of Counselor Assignment	Ratios Non-Title I	Title I
Title I schools only		161.9
Both Title I and non-Title I schools	466.2	160.2
Non-Title I schools only	374.4	
Total	409.2	160.4

*Pupil-counselor ratio is the number of students enrolled divided by the number of counseling days of time per week.

Table 10.3 shows that the pupil-counselor ratio for non-Title I schools is over twice as great as for Title I schools.

Counselors who were assigned on a full-time basis in Title I schools were interviewed to try to determine what activities they were able to conduct that they probably would not be able to conduct if they were not on a full-time basis and what they felt were some advantages to the schools accruing from their full-time assignment. Both counselors who were on full-time assignments in Title I schools were essentially in agreement on the kinds of things they were able to do.

Activities mentioned were group counseling sessions, follow-up on open cases, teacher in-service training, and more home calls. There was a general feeling that a full-time assignment provided a continuity with pupils, staff, and parents which is not as evident in split assignments. They felt that they could do much more work in prevention of problems rather than having to enter a case after the problem had become more deeply-seated. They felt that they were able to know the pupils, teachers, and parents much better and could therefore work more effectively. All of these groups seem more apt to seek the counselor's help.

COMMENTS ON RESULTS

Elementary counseling and guidance is one of several adjunctive services impinging upon the educationally deprived segment of our school population. The instrument of the elementary counseling and guidance program is the counselor. His effectiveness is increased as he has increased time in a particular school setting. The amount of counseling time allotted to Title I schools has been increased measurably after the implementation of Title I. Pupil-counselor ratios are over twice as great in non-Title I schools giving further indication that more counseling time is available to Title I pupils. Counselors who were working full-time at one school expressed their views of the advantages of such an assignment. Prevention of a problem is a much better solution than attempting to cure the problem after it has become deep-rooted.

TEACHER ASSISTANTS PROGRAM

The amount of individual assistance available to pupils by teachers can be increased by relieving the teachers of some of the non-instructional tasks. Principals and teachers in several schools have requested that school aides be employed and assigned. This part of the Title I project was designed to supply aides on a full-time basis to four of the twenty-two target area schools.

OBJECTIVES

1. To decrease the amount of time spent by teachers on non-instructional tasks.
2. To increase the time spent by teachers on individual pupils' problems, planning, pupil evaluation, and parent conferences.

PROCEDURES

Sixteen full-time sub-professional employees were placed in four of the Title I elementary schools. Three of the schools were assigned five aides each. One aide was assigned to the fourth school. The Wichita schools have for some time utilized some volunteer and some paid aides in the schools. The use and assignment of the Title I aides was guided by the general school policy on the use of school aides.

The aide's duties varied with the specific school assignment. In one of the schools with five aides, certain tasks were performed each day as a matter of routine. These tasks were such things as making out film orders, distributing milk to kindergarten pupils, helping on the playground and in the lunchroom, and checking in supply materials. Other tasks performed by aides in this school were on a "request" basis. Teacher requests were handed to one of the aides who was designated "Coordinator of Aides". That person assigned the work load which might include such duties as the typing of tests or notes to parents, getting audio-visual materials ready for use, caring for bulletin boards, grading papers, and working with individual pupils (under the supervision of the teacher).

A different procedure was followed in another school with five aides. In this school, aides were assigned to work with the teachers of specified grade levels. One aide each was assigned to the kindergarten, first, and second grade teachers. One aide was assigned to third and fourth grade teachers and one to fifth and sixth grade teachers. Aide tasks in this school consisted mainly of helping in the classroom with clerical tasks and in the lunch room. Some time was spent as reading listeners. The aide listened while a pupil read aloud. This usually took place in the hall just outside the classroom door.

In the remaining school with five aides, each aide was assigned to a group of teachers, not more than six to a group. Their duties were similar to those in the other two schools.

The one school with only one aide utilized her time almost wholly for clerical duties. Teachers who needed clerical work done placed the work in a box for the aide.

Essentially, the teacher aide program is unchanged from the first year of operation in 1967-68.

EVALUATION STRATEGY

No formal evaluation of this part of the Title I project was planned. A telephone interview was conducted with each principal whose school had the services of teacher aides. This interview was unstructured.

PRESENTATION OF DATA

The following are some comments made by elementary principals of schools with teacher aides in response to a question concerning the value of the teacher aide service.

> "Very worthwhile."
>
> "The teacher aide program is most beneficial--one of the best parts of Title I."
>
> "Very outstanding."
>
> "Aides have the finest of relationships with the teachers."
>
> "If we lose this program, the school is really hurt."
>
> "Teachers say, 'How did we get along before we had aides?'"

COMMENTS ON RESULTS

The objectives of the teacher aide program were to decrease the amount of time spent by teachers on non-instructional tasks and to increase the time spent by teachers on individual pupils' problems, planning, pupil evaluation, and parent conferences. To the extent that an individual teacher had teacher aide services available were objectives met on an individual basis. Considering the staff of a school with five teacher aides as a whole, then the reduction in non-instructional tasks could amount to as much as 175 hours per week. It may be assumed that the children would benefit from additional instructional time, additional planning time, and additional time for parent conferences. A more ideal situation, funds permitting, would be the assignment of teacher aides on a 1:1 ratio--an aide for each teacher. Such a plan was reported by William D. Southworth in an article entitled "A Successful Classroom Teacher Aide Program," April 1969, Phi Delta Kappan.

One of the key factors in the success of a teacher aide program is the selection and orientation of the aides. Mention of this fact was made by the principals interviewed and by Mr. Southworth.

HEALTH SERVICE

One of the identified characteristics of a substantial number of young children in low income areas was poor physical health. Therefore, one of the objectives of the Title I project was to improve the physical health of school children. By providing additional nursing services to Title I schools it was believed that children's physical stamina and overall performance would be improved.

OBJECTIVES

1. To improve the nursing services to pupils.
2. To provide additional health services as a resource to teachers.
3. To improve the consultative nursing service to families.

PROCEDURES

Five nurses were employed to provide additional health services to the twenty-two Title I elementary schools. In addition to providing nursing services to individual pupils, the nurses worked more closely with teachers and had additional time for making home calls and conferring with parents.

Instead of spreading these services of the five additional nurses over the twenty-two schools, the five were added to the regular nursing staff and reapportionments of assigned time were made. Some nurses were assigned full-time in Title I schools, some were assigned to both Title I and non-Title I schools while the remainder were in non-Title I schools only.

This arrangement added approximately 150 hours of health service per week to the 22 schools.

EVALUATION STRATEGY

No standardized test data were used in the evaluation of increased nursing service. Non-test sources of data included telephone interviews with the nurses who were serving full-time in Title I schools and records which were available in the central office.

PRESENTATION OF DATA

While Title I funds provided for five additional nurses to be assigned to the nursing staff, a total of sixteen different nurses had assignments in Title I schools. Table 12.1 shows the type of assignment and the number of nurses serving in each type of position.

TABLE 12.1

NURSE ASSIGNMENTS TO TITLE I AND NON-TITLE I SCHOOLS

N = 16

Type of Assignment	Number of Nurses
One Title I school (full-time)	3
Two Title I schools, one non-Title I	6
One Title I school, one non-Title I	1
One Title I school, two non-Title I	2
One Title I school, three non-Title I	3
One Title I school, four non-Title I	1

TABLE 12.2

COMPARISON OF ELEMENTARY SCHOOL NURSE ASSIGNMENTS BEFORE TITLE I, 1965, AND AFTER TITLE I, 1968

N = 22

Nurse Assignment in Each School (days per week)	Number of Schools 1965	Number of Schools 1968
Five (full-time)		3
Four and one-half		
Four		
Three and one-half	1	1
Three		
Two and three-fourths		2
Two and one-half	2	2
Two and one-fourth		2
Two	4	7
One and three-fourths		2
One and one-half	9	3
One and one-fourth	2	
One	4	

Table 12.2 shows the comparison of days per week of nurse assignment in the twenty-two Title I elementary schools in 1965 before Title I programs were instituted and in 1968 after the second year of additional nurse services for Title I schools. In these twenty-two schools there was an overall increase of nineteen days of nurse time per week. The remainder of additional nurse time was assigned to Follow Through schools.

An examination of pupil-nurse ratios in Title I and non-Title I schools was made. The findings are shown in Table 12.3.

TABLE 12.3

COMPARISONS OF PUPIL-NURSE RATIOS*

Category of Nurse Assignment	Ratios Non-Title I	 Title I
Title I schools only		165.0
Both Title I and non-Title I schools	339.6	186.4
Non-Title I schools only	349.2	
Total	346.2	181.4

*Pupil-nurse ratio is the number of students enrolled divided by the number of nursing days of time per week.

From Table 12.3 it can be seen that pupil-nurse ratio is lowest in the Title I schools which have a nurse assigned full-time. The pupil-nurse ratio is nearly doubled in non-Title I schools.

Telephone interviews were conducted with all of the nurses who were assigned full-time in a Title I school. These nurses felt that a full-time assignment allowed them to do a more thorough job, to follow-up on cases, to handle more referrals, to provide more classroom help with lessons on health, to make more home calls and to get to know the family, school, and community better. Children felt freer to come to the nurse. They felt that children of Title I schools had more minor health problems that were not attended to by parents.

COMMENTS ON RESULTS

Through the increased health service time provided to Title I school pupils, the objectives of the program appear to have been met. Additional health service is provided as indicated by pupil-nurse ratios which are nearly twice as great in non-Title I schools. As health service time is increased, the possibility of providing additional services to pupils, teachers, and parents is increased.

ATTENDANCE IMPROVEMENT PROGRAM

School absenteeism is often not a simple matter of illness or truancy, but rather a symptom of problems common to many disadvantaged communities. Early patterns of irregular attendance and indifferent or negative pupil and parental attitudes must be identified and changed. During the past two years, the Pupil Services Division of the Wichita Public Schools has selected and trained sub-professionals who were assigned in schools with the highest concentration of low-income families. The use of attendance aides was an additional approach to problems related to school attendance and did not replace the regular efforts of school personnel charged with the responsibility of improved attendance.

OBJECTIVES

1. To improve attendance in all target area elementary schools, nine junior high schools, and six senior high schools.
2. To improve pupils' and parents' attitudes toward school.
3. To reduce the dropout rate.

PROCEDURES

During August 1968, twelve persons were selected as attendance aides and given special training in attendance procedures by the Pupil Services Division of Wichita Public Schools. The twelve aides represented an increase of four over 1967-68. In-service training sessions were held in August to help develop among the aides techniques of interviewing parents, of gathering case information, of recording data for records, and of making informational contacts with other community agencies such as the juvenile court. Each aide was assigned to an attendance area which included elementary, junior high, and senior high schools as well as non-public schools. Three aides were based at senior high schools with the remainder based at junior high schools. Attendance problems were worked on a referral basis within the assigned areas. The aides reported to and from all the schools that were located in the area. The duties of the aides included establishing contact with parents whom the school was unable to contact otherwise, reporting information regarding individual cases of truancy, reopening or opening lines of communication and developing better relations between parents or pupils and the school, obtaining information about pupils with attendance problems, and obtaining additional information about pupils listed as withdrawn for nonattendance.

During the 1968-69 school year the attendance aides received 3169 referrals. Approximately 34 percent of these were from the high schools, 45 percent from the junior high schools, and 21 percent from the elementary schools.

Copies of forms used by the schools, the attendance aides, and the Coordinator of Pupil Adjustment in the course of an attendance case may be found in the Appendix.

The handling of a typical attendance case follows a step-by-step sequence demonstrated as follows:

1. After school personnel have exhausted all means of determining the cause of or correcting a case of irregular attendance, the pupil

is referred to the attendance aide on Form 2765-D, REFERRAL TO ATTENDANCE AIDE. One copy is retained by the person making the referral.

2. Upon receiving the referral the attendance aide checks the information such as address, date of birth, and compares name of the pupil with that of the parent (in case of step-parent, remarriage, or guardian with different last name). This information can be checked with the pupil information card which is on file at the school.
3. The aide then fills out the pertinent parts of Form 2767-D, HOME CONTACT REPORT, and AIDE'S CHRONOLOGICAL RECORD.
4. Home contact is made and the appropriate person is interviewed, (parent, grandparent, guardian, sibling, pupil in question).
5. The aide completes HOME CONTACT REPORT and records visit on the chronological record.
6. The aide contacts other community agencies if necessary and records findings.
7. When all material has been accumulated that is felt necessary at the time, the aide records her planned or suggested solution to the problem as well as stating in specific terms what she believes the problem to be.
8. Findings are submitted to the building administrator who decides on the best course of action to rectify the attendance problem.

9. If the aide is relieved of further responsibility, she closes out the case. If the case is to be kept open, a record of all contacts is made on the CHRONOLOGICAL RECORD. Additional reports to the building administrator are made on the FOLLOW-UP REPORT.

10. Pupils who do not respond to the efforts of the attendance aide or school personnel are referred by Form 2616-S to the Pupil Adjustment Office in the central administrative offices.

11. The Coordinator of Pupil Adjustment records his action in the case on Form 2342-D, REFERRAL REPORT, and returns a copy to the person making the referral.

For accounting purposes an attendance referral which was worked and closed out is considered a new case if the same pupil is referred again after a thirty day period. However, any further recording of information is made on the original case records rather than starting new records. This procedure avoids developing two or more case files on an individual pupil.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this section of the Title I project. Non-test sources of information included records, chronological and anecdotal reports, and questionnaires. The aides submitted their first semester logs which showed the referral date, name of pupil, sex, race, school, pre-contact days present and absent, and 1967-68 attendance record. End of year reports gave the 1968-69 attendance record of referred pupils. Each aide submitted two case reports showing the complete record from time of referral to time of closure. Opinion questionnaires were completed by each aide. A different questionnaire was developed and mailed to randomly selected parents whose children had been referred to an aide. Each aide was asked to submit the names of twenty-five pupils with whom the aide had had more than a superficial contact. From each of these lists, ten names were randomly selected and questionnaires were distributed. Parents were invited to make comments as they desired but asked not to sign the questionnaire so that strict anonymity could be maintained. Copies of the questionnaire to attendance aides, questionnaire to parents and cover letter may be found in the Appendix.

PRESENTATION OF DATA

Attendance aides reported the relative amount of time they worked at each school level. This information is shown in Table 13.1. Slightly more time was given to the junior high schools. The fact that nine of the twelve aides were administratively assigned to junior high schools may have some influence on this kind of information.

TABLE 13.1

RESPONSES OF ATTENDANCE AIDES CONCERNING DIVISION OF TIME AT EACH SCHOOL LEVEL SPENT ON ATTENDANCE PROBLEMS

N = 12

	Number of Aides Selecting Each Response			
School Level	75% or more	50-75%	25-50%	Less than 25%
Elementary	1	3	2	6
Junior High	4	3	3	2
Senior High	2	4	6	0

13.06

The attendance aides were asked at which school level they felt their work was most effective. Their responses were as follows: senior high, 2; junior high, 4; and elementary, 6.

Table 13.2 shows the relative amounts of time spent by the aides on various kinds of attendance activities.

TABLE 13.2

RESPONSES OF ATTENDANCE AIDES CONCERNING THE AMOUNT OF TIME SPENT ON ATTENDANCE ACTIVITIES

N = 12

	Number of Aides Selecting Each Response Time Per Week in Hours				
Attendance Activity	More Than 20	15-20	10-15	5-10	Less Than 5
Establishing contact with parents that the school has not been able to contact	5	6			1
Collecting and reporting information regarding truancy of individual pupils	1	3	2	5	1
Collecting and reporting information pertaining to severe attendance problems for individual pupils who are over the compulsory attendance age	2	2	1	3	4
Collecting and reporting information pertaining to individual pupils who are just beginning to develop a pattern of non-attendance or unexcused absences	2	2	6	2	
Collecting and reporting information pertaining to pupils who have been withdrawn for non-attendance	1		1	2	8
All responses combined (%) 1968-69	18	22	17	20	23
All responses combined (%) 1967-68	10	10	25	32	23

From Table 13.2 it can be seen that the greatest amount of the attendance aides' time is directed toward opening or reopening lines of communication with parents. In comparison with the 1967-68 report, there has been a shift toward utilizing more time on the attendance areas listed in the table. This may indicate that in the second year of operation of the attendance aide program that the procedures to follow are more clear cut and that the aides now make more efficient use of their time.

The aides were asked to rate the relative value of each of the attendance activities listed in Table 13.2 in terms of the areas of improvement listed in Table 13.3. Thus, the value of each improvement area was rated five times by each attendance aide. The results of this rating are shown in Table 13.3.

TABLE 13.3

RESPONSES OF ATTENDANCE AIDES CONCERNING
THE VALUE OF ATTENDANCE ACTIVITIES

N = 12

	Percent of Responses					
Area of Improvement	Much Value %	Moderate Value %	Little Value %	No Value %	Do Not Know %	Item Left Blank %
Improving pupils' attendance	35	38	8	7	10	2
Improving pupils' attitude	13	53	18	7	7	2
Improving parents' attitude	27	48	12	5	6	2
Reducing number of dropouts	22	23	23	10	20	2
Improving parent-school relations	30	45	10	3	10	2

Sixty-five percent or more of the value responses rated the attendance activities as being of much or moderate value except in reduction of dropouts where forty-six percent of the responses were given as much or moderate value.

Table 13.4 shows the 1968-69 monthly referrals to attendance aides grouped by grade levels. Of every ten referrals, approximately three are elementary pupils, five are junior high pupils, and two are senior high pupils. The 3169 referrals were made on 2900 pupils, thus about 8.5% of referrals were for repeat occurrences. In working the referrals the attendance aides made an estimated 6000 home calls, 1000 telephone contacts, and 3000 contacts with school personnel such as principals, counselors, nurses, and teachers.

TABLE 13.4

MONTHLY REFERRALS TO ATTENDANCE AIDES, 1968-69

	School Level			
Month	Elementary	Junior High	Senior High	Totals
September	89	117	85	291
October	167	161	103	431
November	127	146	81	354
December	128	187	75	390
January	198	204	108	510
February	92	230	91	413
March	129	217	61	407
April	116	136	49	301
May	26	36	10	72
Totals	1072	1434	663	3169
Percent	33.8	45.3	20.9	100.0

Table 13.5 is a racial analysis of first semester referrals to attendance aides by school level.

Since a total of 1607 referrals were received first semester and 3169 for the entire year, it may be reasonable to conclude that if the figures in this table were doubled the estimated racial composition of referrals for the entire year would be fairly representative. Slightly over one-half of the pupils referred were Caucasian while about 40 percent were Negro. At the elementary school level there were more Negro referrals than Caucasian; however, fewer Negroes are referred in junior high school and still fewer in senior high.

TABLE 13.5

REFERRALS TO ATTENDANCE AIDES, FIRST SEMESTER 1968-69

School Level	Totals by Level	Caucasian	Negro	Spanish American	American Indian	Other
Elementary	604	272	290	37	5	0
Junior High	656	369	244	30	12	1
Senior High	347	235	92	14	5	1
Totals	1607	876	626	81	22	2
Percent	100.0	54.5	39.0	5.0	1.4	0.1

In Table 13.6 the number of pupils who had been referred to an attendance aide and later withdrew or transferred out of the school are shown. About 60 percent were Caucasian and about 30 percent were Negro.

3

TABLE 13.6

PUPILS REFERRED TO ATTENDANCE AIDES WHO SUBSEQUENTLY WITHDREW OR TRANSFERRED FIRST SEMESTER 1968-69

School Level	Totals by Level	Caucasian	Negro	Spanish American	American Indian	Other
Elementary	199	107	70	19	3	0
Junior High	152	98	39	10	4	0
Senior High	247	162	67	13	5	0
Totals	598	367	176	42	12	1
Percent	100.0	61.4	29.4	7.0	2.0	0.2

Table 13.7 presents a comparison of the transiency factor of each component racial element. A large factor, 1.0000, would indicate that all of the pupils withdrew or transferred. A small factor, 0.0000, would indicate high stability. As a racial group, the American Indian was the most transient and the Negro was least transient. School level groups reflect the highest transiency rate at the senior high level and the least at the junior high level.

TABLE 13.7

TRANSIENCY FACTOR* OF PUPILS REFERRED TO ATTENDANCE AIDES, FIRST SEMESTER 1968-69

School Level	Totals by Level	Caucasian	Negro	Spanish American	American Indian	Other
Elementary	.3295	.3934	.2414	.5135	.6000	**
Junior High	.2317	.2656	.1598	.3333	.3333	**
Senior High	.7118	.6894	.7283	.9286	1.0000	**
Totals	.3721	.4189	.2812	.5185	.5455	**

*Ratio of withdrawals and transfers to number of referrals
**Not calculated because of small number involved

The attendance patterns of pupils referred to the attendance aides were studied to determine the pre-referral ADA-ADM ratio and the post-referral ADA-ADM ratio for the current year. (ADA-ADM ratio is the result obtained by dividing average daily attendance by average daily membership and expressed as a four digit decimal in this report.) Table 13.8 shows the comparison of ratios for pre and post attendance for first semester, 1968-69.

TABLE 13.8

COMPARISONS OF PRE AND POST ADA-ADM RATIOS* OF PUPILS REFERRED TO ATTENDANCE AIDES, FIRST SEMESTER 1968-69

School Level	Total by		Caucasian		Negro		Spanish American		American Indian	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Elementary	.7366	.8102	.7704	.8069	.7295	.8075	.6256	.8459	.8540	--
Junior High	.7217	.7208	.7293	.7047	.6982	.7540	.7811	.7066	.5571	.7004
Senior High	.6073	.5851	.5422	.6107	.7102	.5251	.5640	.5546	.3877	.6250
Totals	.7026	.7409	.6962	.7206	.7164	.7630	.6728	.7739	.6708	.6972

*ADA (Average Daily Attendance) ÷ ADM (Average Daily Membership)
Post ratios which increased are underlined

A figure of 1.0000 would indicate perfect attendance. Post ratios which show an improvement over pre ratios are underlined for clarity. It may be seen that among elementary pupils, attendance improvement was shown in every racial group except for American Indian where the number of students involved was too small for comparisons. The most improvement was made by the Spanish American group. Among junior high pupils, the Negro and Indian racial groups showed improvements, and among senior high pupils both the Caucasian and Indian groups improved. Considering all racial groups, regardless of school level, improved attendance was shown for every race. The attendance of all pupils referred to the attendance aides, as a group, showed improvement.

Table 13.9 presents a detailed analysis of November 1968 attendance referrals.

TABLE 13.9

SEX, RACE, AND GRADE COMPOSITION OF NOVEMBER, 1968, REFERRALS TO ATTENDANCE AIDES

N = 327*

	Boys					Girls				
Grade	Caucasian	Negro	Amer. Ind.	Span. Amer.	Total	Caucasian	Negro	Amer. Ind.	Span. Amer.	Total
Kdg.	9	6			15	3	2	1	2	8
1	5	14			19	6	8			14
2	2	4			6	4	1			5
3	4	5			9	2	3			5
4	2	4			6	5	2			7
5	3	4		2	9	5	2			7
6	5	1		1	7	3	6			9
Total Elem.	30	38		3	71	28	24	1	2	55
7	7	6			13	16	6			22
8	11	6		5	22	10	3		1	14
9	21	4		2	27	17	7			24
Total Jr. Hi.	39	16		7	62	43	16		1	60
10	10	17		2	29	7	9	1	1	18
11	7				7	6	6			12
12		6			6	4	2			6
Total Sr. Hi.	17	23		2	42	17	17	1	1	36
Special Ed.		1			1					
Total All Grades	86	78		12	176	88	57	2	4	151

*Note: There were 354 referrals in November; however, the race designation was omitted on some, so their records had to be excluded in this table.

November referrals were selected for closer examination because it was reasoned that some of the beginning of school problems would have been solved, pupils would be more settled down to a routine by the third month of school, and schools that had attendance aide service for the first time would have attendance procedures worked out. From Table 13.9 it can be determined that the following percentages of referrals were made:

Boys - 54 %
Girls - 46%
Elementary boys - 22%
Elementary girls - 17%
Junior High boys - 19%
Junior High girls - 18%
Senior High boys - 13%
Senior High girls - 11%

The largest numbers of referrals were for tenth grade boys with 29 followed closely by ninth grade boys with 27 and ninth grade girls with 24. At the elementary school level the first grade provided the greatest number of referrals.

Table 13.10 shows a comparison of ADA-ADM ratios for the Wichita system for these years 1965 through 1969 as well as NEA Research Division estimates for national attendance figures.

TABLE 13.10

COMPARISON OF ADA-ADM RATIOS, 1965 THROUGH 1969

Grade	1965-66	1966-67	1967-68	1968-69
12	.9318	.9234	.9305	.9144
11	.9278	.8697	.9148	.9094
10	.9247	.9143	.9233	.9145
9	.9314	.9402	.9361	.9255
8	.9382	.9453	.9397	.9307
7	.9480	.9505	.9483	.9363
6	.9580	.9614	.9581	.9498
5	.9562	.9607	.9581	.9488
4	.9597	.9389	.9572	.9471
3	.9542	.9565	.9551	.9471
2	.9525	.9364	.9524	.9440
1	.9414	.9277	.9446	.9378
Kdg.	**	.9167	.9292	.9251
Total	.9436***	.9340	.9421	.9340
National	.9140	.8950*	.8930*	.8940*

*NEA Research Division estimates

**Information not available

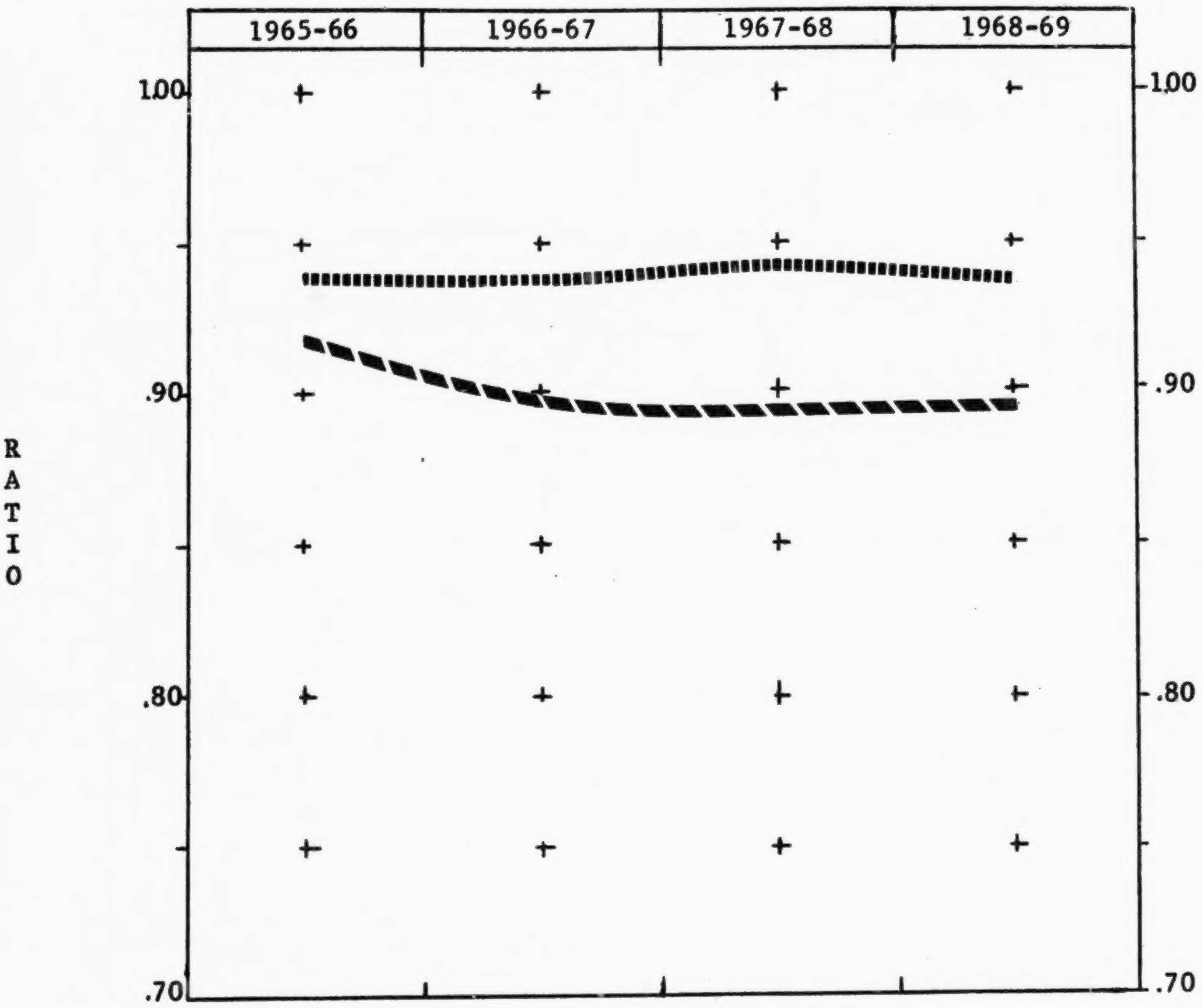
***Does not include kindergarten

All Wichita ratios, with the exception of 1966-67 eleventh grade, are above .90. The totals compare very favorably with national ratio estimates as shown by Graph 13.1. Wichita's yearly ratios are about four percent higher than the national attendance figures. Based on a pupil population of about 66,000, improvement in the local ratio would be very difficult to make.

Attendance records were broken down for Title I schools and non-Title I schools. The result of this examination is shown in Graph 13.2.

GRAPH 13.1

COMPARISONS OF ADA-ADM RATIOS * OF WICHITA SYSTEM AND NATIONAL SCHOOL POPULATION



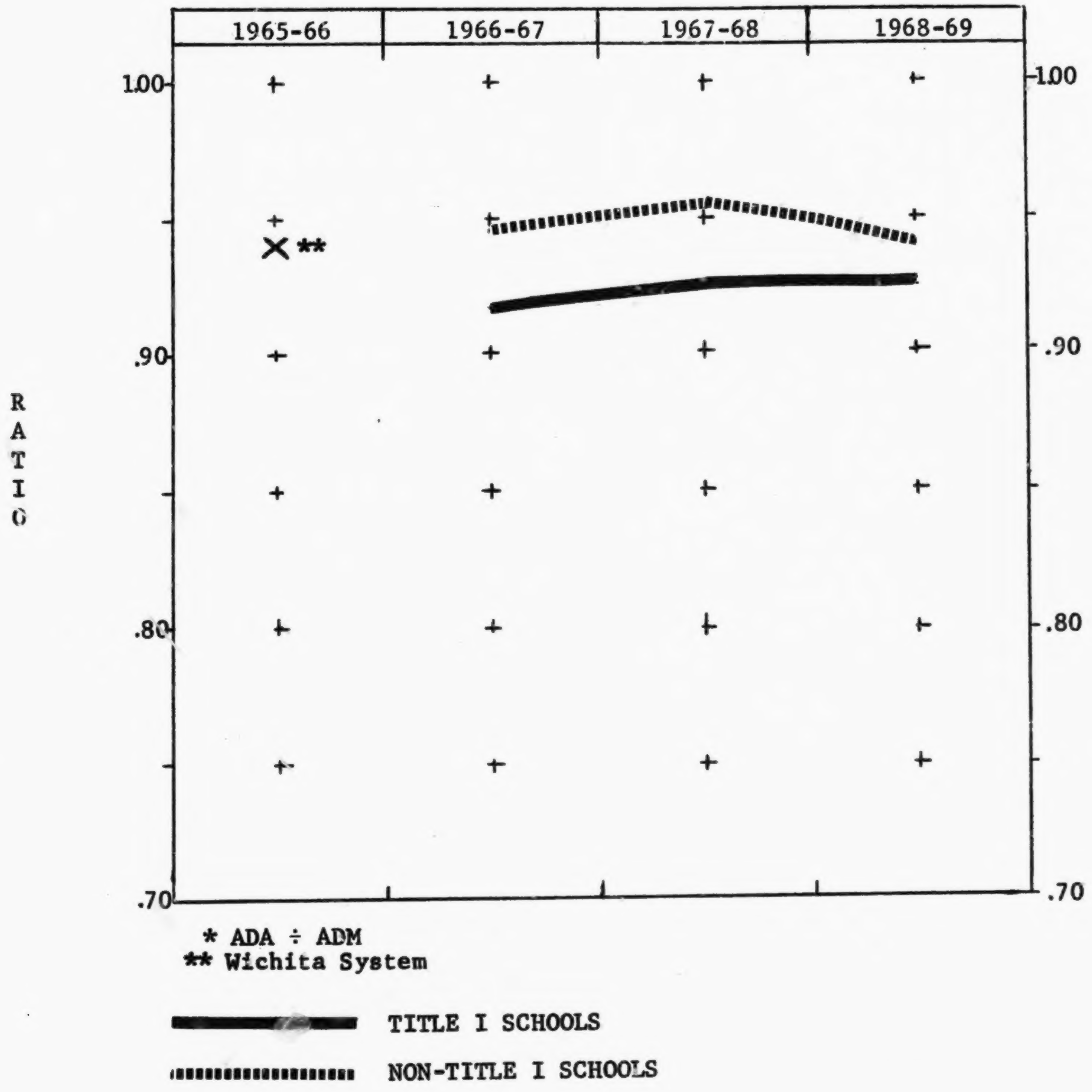
* ADA [Average Daily Attendance] ADA ÷ ADM
ADM [Average Daily Membership]

▮▮▮▮▮▮▮▮ WICHITA SYSTEM (K-12)

▬▬▬▬▬ NATIONAL (NEA Research Estimates)

GRAPH 13.2

COMPARISON OF ADA-ADM RATIOS * FOR TITLE I AND NON-TITLE I SCHOOLS



* ADA ÷ ADM

** Wichita System

Wichita did not enter into the compensatory education programs in 1965-66 until second semester, hence no separate ratios were computed for that year. The first full year of Title I was 1966-67. As was expected, the Title I designated schools showed lower attendance ratios. The attendance aide program was initiated beginning in 1967-68, both groups continued to improve. In 1968-69, the second year with attendance aides, the Title I schools continued to show improvement in attendance while the non-Title I schools dropped off slightly.

Another aspect of the attendance aide program evaluation was the case reports which each aide prepared. From the twenty-four reports that were turned in, five were selected for inclusion in the evaluation. These were selected on the basis of their representativeness, grade level, and type of attendance problem. The case reports show the extent to which some must be pursued. They show some of the different kinds of problems which may be encountered at the various grade levels. In the following reports, names have been omitted to maintain anonymity, however, the titles of school and other personnel are used for clarity.

Case Report A

Pupil: A ___ (female, age 5)

Grade: Kindergarten

Referral Date: 11-12-68

Statement of Problem: "A ___ has been absent for the past number of Tuesday p.m.'s due to the fact she does not want to participate in P.E."

Parental Response to Stated Problem (initial contact): "Attendance aide called at A ___'s home. Spoke with A ___'s grandmother. Made appointment to visit with A ___'s mother November 13, 1968, 10:00 a.m."

Follow-Up Contact Reports

November 13, 1968: "Mrs. ___ (mother) said A ___ enjoys school but refuses to attend Tuesday p.m. because she is afraid of her P.E. teacher. She said she has talked with A ___'s teacher, and unless something can be worked out, A ___ will remain absent Tuesday afternoons. Aide explained to Mrs. ___ that A ___'s problem is not unusual for a pre-schooler. Mrs. ___ said she would be able to visit the school if a meeting could be arranged between her, A ___, her teacher, and the P.E. teacher. Such a meeting will probably help A ___ overcome her fear of her P.E. teacher."

November 17, 1968: "Talked with Mr. ___ (Principal) who agreed the meeting would be a good idea."

December 5, 1968: "Talked with Mr. ___ (Principal). A ___ is attending school Tuesdays p.m."

December 5, 1968: "Case closed."

Comments on Case A

This case represents a simple problem which appears to have been easily corrected. The original referral was made on November 12, and contact was made with the home on the same day. The meeting of parent, child, and teachers took place between November 16 and December 5. This case demonstrates the value of attending to a problem before it has an opportunity to become deep-seated and thus more resistive to solution.

Case Report B

Pupil: B ___ (male, age 8)

Grade: First - EMH

Referral Date: Not given

Statement of Problem: "Erratic attendance--personal cleanliness needs to be stressed. Present - 7 days; absent - 8 days."

Parental Response to Stated Problem (initial contact): "The mother was not at home."

Pupil's Response to Stated Problem: "B ___ said he would be back in school tomorrow. He also had an infected finger."

Aide's Observation, Evaluation, and Recommendation Regarding Problem: "This could possibly be a situation of neglect. The home is filthy and cluttered. The young children were at home alone. Contacts with the caseworker, nurse, and the mother are advisable. The home environment did not look good. Therefore, I will make another home call in order to determine the attitude of the mother toward her children and school. If necessary, I will notify her caseworker of the problems involved in this case."

Follow-Up Contact Reports

October 17, 1968: "I went by the home this evening. The mother was not at home. I talked to an eight year old brother who said he was babysitting the younger children. He said that his mother had taken B ___ to the doctor because he had fallen earlier and injured his head. (The mother might have actually been home, but I had no way of knowing.) If I cannot get in touch with the mother soon, I will contact the caseworker about this case."

October 21, 1968: "I went by the home this morning. No one was at home when I called. If I cannot contact the mother this evening, I will discuss this case with her caseworker."

October 21, 1968: "I went by the home in the evening. The children were at home, but the mother was not. I will,therefore, try to contact their caseworker."

October 22, 1968: "I went by the home this morning and this evening. No one was at home either time."

October 24, 1968: "I went by the home at 8:00 this morning, and the mother was home! She stated that she had mailed a letter to ___ School telling about B ___. She told me that he just got out of the hospital, and he is going back to the doctor today. The doctor said that he could come to school October 24 or October 25. If his appearance has not improved when he returns, a visit by the nurse would be advisable."

October 28, 1968: "I went by the home today and found all of the children at home. They told me their mother was at a laundry washing their clothes, and they were not in school today because they had no clean clothes to wear. All of the children were dirty, and the youngest girl was naked. The house was filthy, too. A visit by the school nurse to provide hints on cleanliness and health is advisable. The Public Health Office could also be contacted."

October 28, 1968: "I went by the home for the second time today in the afternoon. The children were still at home alone. They were all outside on the porch except the little girl who was still naked. I told the eight year old, who was in charge, to find clothes for her and he did. They were mixing powdered milk with water on the front porch. Flies were landing on the pitcher, their cups, and their faces. One of the pre-school boys was sucking on a piece of glass. I took it from him and threw it away. This seems to be a case of neglect. There was no adult supervision at the home."

October 29, 1968: "I went by the home today and found the children alone again at home. The mother was supposedly downtown this time. I told the children it was the law for them to go to school. They said they would be in school tomorrow. However, I cannot be certain that they will be, because I have not talked to the mother."

October 29, 1968: "I called Mrs. ___, in the Juvenile Section of the Police Department and informed her about this case. She said she would investigate the situation."

November 4, 1968: "I went by the home this morning to see if the children were at home alone. The mother answered the door and stated that her family had the flu. However, she insisted that all of her children would be in school tomorrow."

November 15, 1968: "The mother was not at home. B ___ could give no reason for missing school. All of the children were at home. The eight year old was in charge. The children did not have on any shoes. Several of the children were half-dressed. The same conditions seem to exist."

December 3, 1968: "I went by the home and found B ___ in charge of the younger children. The mother was not at home again! I called Mr. ___ (Coordinator of Pupil Adjustment) and informed him of this. He said he would inform the Juvenile Section of the Police Department."

December 4, 1968: "I went by the ___ home with Officer ___. The children were at home alone. Officer ___ stated that she would take this to court as a case of neglect."

December 4, 1968: "Case closed."

Comments on Case B

Throughout this rather lengthy case twelve home calls were made by the attendance aide. On only two occasions was she able to find the mother at home. Without parental cooperation there was no solution to the problem. With no chance of solution the case was turned over to the juvenile authorities. No further follow-up information was available; however, a probable outcome would be the placement of the children in foster homes. This case exhibits the attendance aide's need to work closely with other community agencies such as the Welfare Department and the Police Department, Juvenile Section.

Case Report C

Pupil: C ___ (female, age 14)

Grade: Seventh

Referral Date: November 26, 1968

Statement of Problem (as seen by school): "Has been here only one day since enrollment on November 13, 1968. Present - 1 day; absent - 9 days."

Parental Response to Stated Problem: "Mrs. ___ (mother) said that C ___ had been under a doctor's care because of an injury received in an auto accident. He released her on November 22 and she went to the sock-hop that night. C ___ stayed home on November 25 and November 26 because she could not sleep during the night. She was nervous and upset."

Pupil's Response to Stated Problem: "She didn't say much, just lay on the couch and tried to sleep. When her mother started asking her some questions, she started crying."

Aide's Observation, Evaluation, and Recommendation Regarding Problem: "Mrs. ___ (mother) seemed very disorganized. She would start to look for the doctor's excuse and end up doing something else. She seemed very anxious to cover for C ___. She kept telling us how ill C ___ was, when C ___ looked fine. When Mrs. ___ called that morning and talked of sending C ___ to school, C ___ could be heard crying and screaming in the background."

Suggested Plan to Resolve Problem: "I feel C ___ needs professional help and should be referred to the Guidance Center."

Follow-Up Contact Reports:

January 10, 1969: "I talked to Mrs. ___ (mother) for several minutes. She said C ___ was upstairs. I found C ___ hiding behind a chair in the living room stark naked. Mrs. ___ (mother) said that C ___ had the stomach flu and she was taking her to the doctor that afternoon. When I said I would be turning her attendance record over to Mr. ___ (Coordinator of Pupil Adjustment), they both went into a fit of rage. C ___ said she would be taken from her mother. She said that she would kill herself--she kept repeating this threat. I feel that she is smart, but also a little disturbed. She should be referred to the family guidance or consultation."

January 10, 1969: "I was very concerned about C ___'s behavior, I feel she is emotionally upset. I talked to Mr. ___ (Coordinator of Pupil Adjustment) about C ___. I also contacted Mr. ___ (counselor). He said he was going to fill out forms to have her referred to the Diagnostic Center or Family Guidance."

January 16, 1969: "I talked to C ___ in Mr. ___'s office. It seems that she was late to Mr. ___'s class the second day in a row. Mr. ___ bawled her out for being late to class. She cried and seemed very embarrassed over the incident. Her mother also seemed disturbed over the incident. She said C ___ had never had a good relationship with any man. She was afraid this encounter might even damage C ___ to greater extent."

January 17, 1969: "Mrs. ___ (mother) said that C ___ needed some clothes and wondered if I could help her daughter get some. C ___ had been in Mr. ___'s (counselor) office, but none of the clothes or underwear were her size."

January 23, 1969: "Talked to nurse at St. Joseph's Hospital. She said the doctor had seen C ___ but refused to give her a note excusing her from school. The note C ___ brought in was not current. It had been written in November. Will turn note over to Mr. ___ (assistant principal)."

March 18, 1969: "On March 6, I gave a statement to ___, in Juvenile Court. On March 18, I was a witness in a hearing concerning a mentally ill petition filed against C ___. She was considered not mentally ill, but will stay at the hospital until the petition on Dependency and Neglect comes up in April."

April 8, 1969: "I testified in court at the Dependency and Neglect hearing involving Mrs. ___ (mother). I told of my visits in the home and gave C ___'s attendance pattern at ___ School. (C ___ is being put in a foster home.) Mrs. ___ (mother) called Mrs ___ at school and said that it was my fault that C ___ was being taken away. Mrs. ___ said she hoped I was happy. She said she would hit me if we met, and I'd better stay out of her way."

Comments on Case C

The pupil in this case did not appear to respond adequately to the attendance aide's suggestions or efforts and eventually found herself in Juvenile Court. Again, the need can be seen for attendance aides working closely with other community agencies.

Case Report D

Pupil: D ___ (female, age 14)

Grade: Not recorded

Referral Date: February 19, 1969

Statement of Problem (as seen by the school): "Mr. ___(father) came to the school at noon to pick D ___ up. He had been drinking and was causing some confusion in the halls and main office. Attendance aide suggested he wait in her office until she could find Mr. ___ or Mr. ___ (principals) and have them locate D ___ who was on her lunch hour. He first refused but later agreed to cooperate with school personnel."

Parental Response to Stated Problem: "His problem seemed to stem from the fact that he was afraid his wife had left him and taken the two younger children. He wanted to take D ___ before she could come after her. He also was quite upset over his wife working and the general condition of his marriage."

Pupil's Response to Stated Problem: "D ___ was very upset about her father's condition and asked to be excused from school because she didn't want to go back and face her friends. She was advised to stay but refused."

Outside Agency Information: "D ___ is involved with a 24 year old boy who has a drug problem. His family is very concerned with this and also about his attachment with D ___. Mr. ___ (father) seems to be in agreement to the match though."

Aide's Observation Evaluation and Recommendation Regarding Problem: "Mr. ___ describes a very poor home situation. He is unemployed and very much against Mrs. ___ (mother) working. He refuses to admit that he has a drinking problem, but D ___ states that he drinks everyday when he has the money. This is a great financial problem, but Mr. ___ refuses to admit it. And this causes Mrs. ___ to carry most of the load. This is apparently what is causing her to consider leaving him."

Suggested Plan to Resolve Problem: "Attendance aide talked to Mr. ___ until he calmed down some and then tried to explain how his behavior appeared to D ___ and her friends, and how she wanted to be proud of her father in public. Aide offered to talk to Mrs. ___ if he thought it would help."

Follow-Up Contact Reports

February 22, 1969: "Home call. D___ has missed several days of school, some of which were excused. Mrs. ___ (mother) states that D ___ has had a severe toothache, and she cannot afford to have it fixed. They did not seem to know exactly how many days D ___ had missed. D ___ later told me she had gypped to be with her boyfriend. Although her folks do not object to her going with ___, she did not want them to find out she had gypped school."

March 3, 1969: "Home call. Aide and member of CUTE committee visited the home because D ___ still was missing school. D ___ gave attendance aide notes stating that she was expecting and planned to get married in about three weeks. Her mother knew, but she did not want her father to know."

March 9, 1969: "Telephone call. Mrs. ___ (aunt of boyfriend) called attendance aide at home to report that D ___ had to leave home the night before because her father was drunk and beating her. Her boyfriend had taken her to his aunt's house to spend the night. D___ stated that she had left home with her mother's permission. She expressed a wish to leave home permanently and be placed in a foster home. She no longer thinks she is pregnant. She was advised to go home."

March 10, 1969: "Mrs. ___ (social worker) asked attendance aide to bring D ___ to a lecture on personality to be given at ___ School. Mrs. ___ (mother) agreed and D ___ seemed to benefit from this experience. She stated that her boyfriend was again using drugs. She was indefinite about her marriage plans. She again expressed a desire to leave home."

March 16, 1969: "Attendance aide called on Captain ___ of the Wichita Police Department to inquire about ___ (boyfriend), because D ___ was absent from school and was reported spending part of the time with ___ (boyfriend). Captain ___ agreed to check and notify the school. Aide agreed to inquire about D ___'s knowledge of ___ (boyfriend's) drug activities and also warn her about the danger ___ (boyfriend) was in by helping her evade school as she was a minor."

March 19, 1969: "Telephone call from Mrs. ___ (mother). She stated that D ___ was having trouble with her tooth again. Mrs. ___ also asked for information about possible work. Aide agreed to check on both items for her and make home calls. Nurse arranged for Mrs. ___ to call the Health Department for an appointment. Aide arranged for Mrs. ___ to attend the CAP assessment center on Monday. Also, she was advised to enroll in MDTA for possible training. She agreed to follow through on these."

March 31, 1969: "D ___ stated that she had been truant several days last week because ___ (boyfriend) had been on drugs and had been picked up and she was trying to contact him. She also stated that he was thinking of going to the hospital, and she wanted to go with him to Osawatomie (State Hospital). He is living with his aunt and apparently refused to talk with D ___."

March 31, 1969: "School conference--Mrs. ___ (boyfriend's aunt), and Mr. ___ (counselor). Mrs. ___ states that ___ (boyfriend) is very confused and has decided that D ___ is too young and immature for him, with all his own personal problems. He would like to break up with her, but she continues to call him and he feels unable to make the break. Telephone call from ___ (boyfriend) confirms aunt's appraisal of the situation. D ___ advised to leave him alone to work out his own problems."

Comments on Case D

This case is an example of the complex web of circumstances which sometimes engulf a school pupil's life and create for him situations which become almost intolerable. The attempt to deal with a pupil in isolation from his environment is almost certain to be doomed to failure from the start. The aide was involved in situations and family interplay completely apart from the school setting. Also can be seen the difficulty of helping a pupil improve his attendance so long as there are these disturbing factors over which he has almost no control. While no closure had been reached at the time of the last report, the aide had spent over nine hours on the case.

Case Report E

Pupil: E ___ (male, age 16)

Grade: Eleventh

Referral Date: February 21, 1969

Statement of Problem (as seen by the school): "Please check with father on this boy's absence. We have had calls indicating illness, and he's been sent home ill twice. He has been absent 19 days out of 24. He has been told, "one more cut" and he will be withdrawn."

Parental Response to Stated Problem: "Talked to Mrs. ___ (mother); father was out of town would be returning that night."

Aide's Observation, Evaluation and Recommendation Regarding Problem: "E ___'s grandmother lets him stay at her house whenever he skips school. Mr. and Mrs. ___ work, and they have no idea if he is in school or at his grandmother's."

Suggest Plan to Resolve Problem: "I suggest withdrawal after two more weeks if his attendance record does not show improvements."

Comments on Case E

The pupil in this case was sixteen and thus was past the compulsory school attendance age. The aide can use nothing but persuasion to try to get this category of pupil to return to school. If the parents are not interested, the aide is very limited in how much can be accomplished.

Results of Questionnaire to Parents

The rate of return experienced with the parent questionnaire was most disappointing. One hundred twenty questionnaires were distributed. Only 15 or 12.5 percent were returned.

The results of this questionnaire are presented in the following Table. This is for information only since drawing conclusions from such a small sample could lead to unsound conclusions. The distribution of questionnaire returns by school levels was fairly representative; five were from parents of elementary school pupils, five from parents of junior high school pupils, three from parents of senior high pupils, and two were left blank concerning school level of the child.

TABLE 13.5

RESPONSES OF PARENTS TO OPINION QUESTIONNAIRE

N = 15

	Number Selecting Each Response			
Questionnaire Item	Yes	No	Not Sure	Item Blank
Before you were contacted by the attendance aide, were you aware of the Kansas law which requires children under 16 years of age to be in school?	13	1	1	
Did the attendance aide tell you about the Kansas attendance law?	5	8	1	1
Did you feel the attendance problem as stated by the attendance aide was accurate?	6	6	1	2
Were you aware that your child had a school attendance problem before you were contacted by the attendance aide?	9	5		1
Did you feel that the attendance aide had enough knowledge about the attendance problems of you child?	7	5	1	2
Did you feel the attendance aide was interested in your child's attendance problems?	11	2	1	1
Would you feel free to contact the attendance aide yourself if your child began to miss school again?	11		3	1
Did working with the attendance aide enable your child to begin attending school everyday except when he was ill?	6	3	1	5
All responses combined (%)	56.7	25.0	7.5	10.8

One questionnaire item was included to attempt to measure the value of the attendance aides' recommendations. Responses were as follows:

Very Helpful	6	Of No Help	2
Of Some Help	3	Item Left Blank	4

Parents were given opportunities to make comments about the attendance aide program if they desired. Some comments indicated a frustration over social conditions or hostility toward school. The following are excerpts from questionnaires which had comments made on them.

> "If all school aides are like the one at ours, and I'm sure they are, I don't see why any parent would hesitate to contact their's. I know they are there to help *you and your child* with any attendance problem and won't pump you like some people think."

> "I feel a child in senior high is capable of making decisions of his school attendance themselves. I think the system now used is inadequate. It should be possible for senior high students to decide for themselves whether to attend or not attend. It should be more or less on a college level. They would attend enough to pass their classes. I honestly believe they're mature enough for a program of this kind, and I believe if they were treated more like adults they would behave more like them. This would help the dropout problem because teenagers don't like to be forced into things, and this would eliminate the element of force. Of course, junior high and elementary schools should still use the present method. Most high school students are sixteen, and those that aren't will be sixteen before they're out."

> "I feel the attendance aides are very helpful. It seems that the aides have a better relationship with parents than other school personnel. The aides talk about the problem concerning the non-attendance. School personnel talk about how bad your child is and all of the parents' faults rather than their problems. The principals make parents feel like they are just a bunch of ignorant not quite human beings."

> "Closely working with our aide, the children's habits and interests have changed, with a *magnificent* recovery of grades."

> "It's a good show--keep'em on for the ones that come behind ours."

> "My children have been sick a lot, but I've been the main problem, my illness. But now I think I can send my children more."

> "But half time I have eight children, and it takes a lot of food, also clothes, for these kids. And I just can't have money to pay for their book fee. So I got to do best I can to get clothes for them to try to keep them in school. My husband only makes $400 a month. My bills run so high, and I guess you know how much food it takes for eight children, five in school."

> "She is one of the sweetest ladies I've met." (the attendance aide)

Previous Title I evaluation reports have presented information on the number and percent of high school pupils who withdrew or were withdrawn throughout the year for non-attendance or excessive absences. A change in accounting procedures for the reporting of pupils in this category has made the comparison of this year's figures with the two previous years misleading, at best. This category, "non-attendance" or "excessive absences" showed only about 50 percent as many pupils as prior years. One must conclude that the changed accounting procedure accounts for a part of this "apparent" improvement. A part of the improvement may reasonably be attributed to the increased attendance aide work in that more concentrated effort and communication with parents has identified categories of withdrawal placement where formerly the category, "non-attendance," tended to be a broad catch-all category.

COMMENTS ON RESULTS

Three objectives were listed as goals of the attendance improvement program: to improve attendance in all target area schools, to improve pupils' and parents' attitudes towards school, and to reduce the dropout rate.

The first goal, to improve attendance in target area schools, appears to have been reasonably successful. According to Graph 13.2, all Title I schools considered as a group showed a slight improvement in the ADA-ADM ratio for the 1968-1969 year while the non-Title I schools showed a loss for the correspondent period of time. When all pupils with whom the aides worked are considered as a group, improvement was shown in their post contact attendance ADA-ADM ratios. This appears to be a difficult group to work with since nearly one-third or more of its members subsequently move or transfer. The high mobility rate tends to increase attendance problems.

Increased attendance ratios may be a reflection of attitudinal improvement on the part of pupils who were referred for poor attendance. Adequate assessment of parental attitudes was negated by an extremely poor return of the questionnaires sent to parents. Again, this points out some of the difficulties found in working with this group of pupils.

The final goal, to reduce the dropout rate, was lacking in substantial evidence to either support or reject the position that progress has been made. Changed accounting procedures brought about by new definitions of pupil attendance classifications prevented comparisons with prior years. Comparisons can be made in the future using 1968-1969 figures as bench-line data.

There was a general expression of feeling among the attendance aides that their best work was accomplished at the earlier grade levels. This feeling is borne out by the data of Table 13.8 which shows post-referral improvements for all racial groups at the elementary school level. These improvements were generally larger than for the junior or senior high school levels. It would appear valid to conclude that more attendance improvement effort should be expended at the early elementary school level. Such a plan might have the effect of preventing attendance problems before they had a chance to become full-blown. The results of this plan might be accumulative if improved attitudes continued to be manifested as pupils progressed to higher grade levels.

NEGLECTED CHILDREN'S PROGRAM

The provisions of ESEA P.L. 89-10 Title I as amended by P.L. 89-750 included projects to meet the special educational needs of children living in institutions for neglected children. Three residence institutions, Maude Carpenter Children's Home, Phyllis Wheatley Children's Home, and the Wichita Children's Home continued during 1968-69 with curtailed programs. School age children in these three children's homes attend Wichita Public Schools.

Some needs of neglected institution children were determined to be (1) instructional assistance in small groups in specific subjects areas, and (2) opportunities for supplemental instruction and/or activities in the areas of music, art, and physical education.

In order to help meet these needs, activities in corrective reading, mathematics, art, music, and physical education were provided.

OBJECTIVES

1. To improve reading performance
2. To improve mathematics performance
3. To enrich specific areas of institutional living by providing activities in art, music, and physical education.

PROCEDURES

Reading Instruction

A reading teacher was provided two evenings a week in each of the children's homes for two hours each evening. The children were divided into four groups, each receiving about thirty minutes of instruction. The instruction was similar to that given in Title I day classes. However at one home, Maude Carpenter, the emphasis of the reading program shifted from reading first semester to general tutoring second semester. A greater need was perceived by the Carpenter staff for this kind of instruction.

Mathematics Instruction

One home, Wichita Children's, was provided a teacher for two hours one evening per week. Four groups each received thirty minutes of instruction.

Art Instruction

An art instructor provided two hours of instruction one evening per week for the last semester at Phyllis Wheatley. The two-hour period was spread among three groups.

Music Instruction

One music teacher provided vocal music instruction one evening per week for two hours at Wichita Children's Home and at Phyllis Wheatley. The enrollment at each home was instructed in five groups.

Physical Education

One teacher conducted physical education classes at Maude Carpenter and Phyllis Wheatley. These classes were one evening per week and two hours each evening. Four groups were instructed at Maude Carpenter and three at Phyllis Wheatley.

EVALUATION STRATEGY

Because of the limited nature of this activity, limited evaluation was planned.

PRESENTATION OF DATA

The following data weregathered from a Participation Information Report that was completed by each instructor in the activity. Table 14.1 shows the numbers of children involved in each activity.

TABLE 14.1

UNDUPLICATED COUNT OF NEGLECTED CHILDREN PARTICIPANTS IN TITLE I ACTIVITIES

	Children's Home		
Activity	Maude Carpenter	Wichita Children's Home	Phyllis Wheatley
Reading	18	36	20
Mathematics		31	
Art			41
Music		95	42
Physical Education	32		40

Expenditures for materials ranged from zero where the instructor borrowed all the materials and equipment used to $100 where a set of books was purchased.

Following are some comments made by instructors in this program.

> "I think math should be taught more than one day per week. The program doesn't have any carry-over value. Also, a teacher working with four or five groups in two hours can't get very much done. For a more effective program, I think the children should be taught at least twice a week (first part and middle of week)."
>
> "Faster delivery of materials."
>
> "Better communications with Title I advisors."

"The children benefited in reading to someone in small home-group situation. This home work was given direction for reading improvement. Many who were at the Home for only a week or two found help emotionally in sharing stories with the group."

"The program worked well and progress was good" (reading).

"House mothers were very cooperative and interested in activities of the children."

"The need to have the art program in a place other than the children's play area is a necessary one. The children are shut out of play during the cold months, and also discipline could be improved."

COMMENTS ON RESULTS

Boarding institutions are often short on the kinds of facilities which lend themselves to instructional activities such as were a part of this Title I activity. Problems can and do develop over use of space such as the art teacher having to use the children's play area. There can be problems of storage of equipment and supplies. It may be open to question whether a program involving an academic subject such as mathematics will have much lasting effect when each child may only be in the class thirty minutes per week. Corrective reading was conducted twice a week and received more favorable comment.

GENERAL CULTURAL ENRICHMENT

The Title I project included provision for cultural and aesthetic experiences and understanding for children in elementary schools in the target areas. It was believed that such provision would enhance concept levels, creative expression, development of artistic talents, and awareness of the cultural heritage. Cultural enrichment experiences included Art Museum tours, Children's Theatre attendance, and field trips to governmental agencies, business community centers, museums, parks, recreation areas and other places of interest.

OBJECTIVES

1. To improve children's art understanding and vocabulary.
2. To enable children to deal more effectively with feelings in non-verbal ways.
3. To stimulate greater interest in the arts and in the larger community in which children live.
4. To raise concept levels of children and stimulate conversation and further exploration by children.

PROCEDURES

Art Museum and Art Galleries Tours

The tours were coordinated by the Art Department of the Wichita Public Schools and involved bussing children from the twenty-two Title I elementary schools and three parochial elementary schools to the Wichita Art Museum and

Art Association Galleries on a scheduled basis. A trained gallery guide conducted each tour. As the classes of children arrived, they were taken to the museum auditorium and given a brief lecture on the art objects they were about to see. Then they proceeded to the galleries where the docent talked about the art objects on exhibit.

Children's Theatre Attendance

The Wichita Art Association sponsors the Wichita Children's Theatre which presents four productions of childhood classics each year. The productions were given on Saturday mornings. This year's plays were: November, *Rip Van Winkle*; December, *Reed Marionettes*; March, *The Elegant Witch*; and May, *Raggedy Ann and Andy*. A total of 534 tickets valued at $267, were distributed, 445 children and 89 adults. There was one adult for every five pupil tickets. Three parochial and twenty-two public elementary schools received the tickets.

Recipients of tickets were selected cooperatively by each school principal and the PTA cultural arts committee chairman. The primary criteria for selection of recipients were:

1. Pupils who were judged as able to benefit from, and participate regularly in, the performances.
2. Pupils and adults who expressed a serious intention of utilizing the "free" tickets at each performance.

There were no stipulations relative to age, grade, or economic need. The adults selected were those who would assume the responsibility for getting the children to the performances and supervise them while there.

An average of 352 children and adults attended each performance. Attendance at the December performance was greatly curtailed because of illness.

Field Trips

School busses were contracted and scheduled for use by teachers in the twenty-two Title I elementary schools and six eligible parochial schools. A total of 468 one-half day field trips costing $15 each were authorized. These field trips were designated by type: art, social studies, or general.

Classroom teachers arranged for visits to places of interest. The trips were preceded by sufficient preparation of the pupils to insure a basic understanding and appreciation of what was to be observed. Discussions, writings, and other activities followed the field trips. Field trip logs indicated that 404 field trips involving 17,330 children were taken. Twelve of the trips were taken by children in three parochial schools.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of the cultural enrichment activities. Non-test sources of data were provided by school records and logs.

PRESENTATION OF DATA

The usage of Children's Theatre tickets was analyzed and is shown in Table 15.1. Usage is shown by grade level, by race, and by sex for the four performances.

TABLE 15.1

ANALYSIS OF THEATRE TICKET USAGE AT FOUR PERFORMANCES 1968-69

	RACE				SEX	
Grade	Caucasian	Negro	Other	TOTAL	Male	Female
Kdg	37	17	1	55	28	27
1	38	81	2	121	51	70
2	54 (4)*	36		94	50	44
3	112 (4)	70	9	195	89	106
4	70 (12)	94	7	183	81	102
5	77 (11)	140	11	239	93	146
6	44 (5)	146	12	207	98	109
7	(1)			1		1
8	(19)			19	9	10
Ungraded	1 (10)	2		13	6	7
EMH	7	36		43	11	32
Total Children	Nov 141 (17)	198	13	369	158	211
	Dec 56 (10)	132	14	212	106	106
	Mar 131 (19)	159	5	314	131	183
	May 112 (20)	133	10	275	121	154
	440 (66)	622	42	1170	516	654
Parents	98 (10)	123	6	237	31	206
Grand Total	538 (76)	745	48	1407	547	860

* Figures in parenthesis represent parochial school children or parents.

Field trips were distributed throughout the year as shown in Table 15.2.

TABLE 15.2

MONTHLY FIELD TRIP UTILIZATION

Month	Number of Field Trips by Type			Total
	Art	Social Studies	General	
September			2	2
October	1	4	19	24
November	3	4	22	29
December	3		2	5
January	6	2	14	22
February	6	14	14	34
March	15	22	27	64
April	10	16	58	84
May	10	8	122	140
Total	54	70	280	404

It appears from this information that field trips are not likely to be scheduled before October. Scheduling in December is very light. There tends to be a sharp increase in field tripping during May. In the interests of the places visited, a more even distribution throughout the year might be more desirable.

Places visited and the frequency of visits are shown in Table 15.3. The item in the table, "School" indicates a visit by an all black classroom to an all white classroom in another school or vice versa. Places visited by fewer than five groups were consolidated into the "Miscellaneous" category.

TABLE 15.3

TITLE I FIELD TRIPS 1968-69

Place Visited	Number of Trips
School	56
Art Museum	54
Federal, County, City Buildings and Organizations	51
Zoo	45
Farm (dairy, poultry, general)	23
City Library	18
Bakery	17
Historical Museum	17
Other Points of Interest in City	16
University Campus	12
Soft Drink Bottling Plant	11
Health Museum	10
Milk Bottling Plant	9
Newspaper	9
Aircraft Plant	7
Airport	6
Potato Chip Plant	6
Miscellaneous	37
Total	404

Numbers of pupils participating in field trips by grade levels are shown in Table 15.4. These figures are duplicated counts since some pupils may have participated in more than one field trip. A pupil may have participated in an art trip, a social studies trip, and a general trip.

TABLE 15.4

PUPIL PARTICIPATION IN FIELD TRIPS

Grade	Number of Pupils	
K	2053	
1	1585	(27)*
2	1872	(30)
3	2288	(23)
4	2263	(69)
5	2684	(136)
6	3523	(65)
7		(95)
8		(57)
Ungraded	35	
EMH	472	
TMH	53	
Totals	16,828	(502)

* Figures in parentheses represent parochial school pupils

Persons in charge of field trips were asked to rate each trip on a four point scale of Superior, Good, Satisfactory, and Unsatisfactory. These evaluations are shown in Table 15.5.

TABLE 15.5

FIELD TRIP RATINGS

Rating	Number of Field Trips Receiving Rating	Percents (rounded)
Superior	214	53
Good	163	40
Poor	10	2
Unsatisfactory	3	1
Not Rated	14	4
Total	404	100

Ninety-three percent or 377 field trips were rated as Good or Superior

COMMENTS ON RESULTS

Quality of learning may be enhanced by its relation to the learner's background of experiences. Thus, the general cultural enrichment activities provided by this part of the Title I project are an attempt to provide to economically disadvantaged pupils such an experential background. Three types of experiences were included: art gallery and museum tours, theatre attendance, and field trips. Of these, the field trips involved a broader scope of pupils. The results of cultural enrichment activities are difficult to assess accurately, but they should result in desirable outcomes for substantial numbers of children.

SUMMER SCHOOL PROGRAMS

INTRODUCTION

On March 10, 1969, a revised project application for federal assistance to operate a compensatory program for educationally deprived children was filed and subsequently approved. This application requested an additional $240,240.00 for supporting a Title I summer school program.

The project application requested funds for activities in both instructional and service areas. Instructional projects were Corrective Reading, Post-Kindergarten, Basic-Primary, Pre-School Head Start, Science and Outdoor Education, Mathematics and Science Education, Neglected and/or Dependent Children, Home Repair and Improvement Program, Home Decorating and Improvement, Self-Directed Personal Improvement Program, and Forward Bound.

Service area activities were Attendance Improvement and Scholarships. No formal evaluation was planned for any service area activity. In addition, two instructional activity areas were not formally evaluated. These were Head Start, and Corrective Reading. The Corrective Reading is conducted in the same manner as the academic year reading program which is critically evaluated each year.

General project objectives were the same as for the academic year.

POST-KINDERGARTEN

A Post-Kindergarten Program was conducted to provide pre-reading activities to pupils needing additional preparation before entering first grade. A curriculum of developmental activities emphasizing language development was presented.

OBJECTIVES

1. To increase vocabulary and the ability to communicate verbally.
2. To improve verbal and non-verbal concept levels.
3. To improve non-verbal expression.
4. To improve the self-concept.
5. To enable children to establish and maintain desirable classroom relationships.

PROCEDURES

Twenty-six classes were established for approximately 370 pupils. Twenty-one teachers and one coordinator were selected from the regular staff of primary teachers. The coordinator was employed four hours per day, five days a week for a six-week period. Pupils were selected for the program by teachers and principals. Instruction was provided in classes averaging fourteen to fifteen pupils, two hours daily for six weeks.

An orientation session for teachers was held prior to the summer session. The characteristics of disadvantaged children were discussed, and the material to be used in the course was presented during this session.

One of the unique features of the Post-Kindergarten programs this year was the organizing of meetings for parents during the summer session. These one-hour afternoon meetings were scheduled at a central location. A kindergarten teacher conducted the first session entitled "Parents Are Helping Their Children Get Ready For First Grade!" The second session, also conducted by a kindergarten teacher was entitled, "Teachers Can Provide Parents With Ideas, Too!" The final session, "Parents Are Doing A Good Job," was conducted by a local clinical psychologist. Thirty-eight parents attended at least two of the three sessions. These parents were paid five dollars to cover the cost of transportation to attend these meetings.

EVALUATION STRATEGY

The principal sources of evaluative data for this project were attendance and enrollment records, the "Teacher Rating Sheet for Title I Post-Kindergarten, Summer 1969," and the "Post-Kindergarten Evaluation Sheet, Summer 1969." The rating sheet and evaluation sheet are included in the Appendix.

PRESENTATION OF DATA

Tables 16.1 and 16.2 indicate the enrollment and attendance for the Post-Kindergarten program.

TABLE 16.1

PARTICIPATION DATA FOR POST-KINDERGARTEN, SUMMER 1969

Number of Classes = 24*
Number of Days in Summer Sessions = 29

	Range	Median
Enrollment Per Class*	10 - 20	14
Average Number of Days Attended Per Pupil	17.2 - 25.7	21.9
Average Daily Attendance Per Class	6.1 - 14.9	10.7
Percent of Attendance Per Class	59% - 88%	75%

TABLE 16.2

PARTICIPATION--ALL CLASSES COMBINED

N = 24*

Enrollment	341
Average Number of Days Attended Per Pupil	21.6
Average Daily Attendance	253.8
Percent Attendance (Number days attended - Number days possible)	74%

*Complete data not available on two of the 26 classes

Twenty-six "Post-Kindergarten Evaluation Sheets" representing 26 classes were returned. The teachers checked the number of students making progress in each goal or activity listed on the Evaluation Sheet. The results are shown in Table 16.3.

TABLE 16.3

RESPONSE OF TEACHERS CONCERNING PUPIL PROGRESS IN 1969 POST-KINDERGARTEN PROGRAM

N = 26

Goal Or Activity	Number of Pupils Making Progress			
	0-4	5-7	8-12	13+
Creative picture interpretation	2	8	14	2
Pupil-dictated stories	9	6	10	1
Literature appreciation	1	5	12	8
Practice with meaningful language patterns	3	7	13	3
Building vocabulary	3	5	15	3
Improved articulation and enunciation	7	7	12	0
Acceptance of self; establishing self-worth	2	8	15	1
Building meaningful social relationships	4	8	13	1
Acceptance of errors; openness to experience	5	10	8	3
Non-verbal expression (art, rhythm, etc.)	3	9	8	6
Sharpened visual and auditory discrimination	3	10	12	1
Likenesses and differences in visual and oral media	2	13	9	2
Mathematical concepts of size, position, time	3	13	8	2
Successful learner behavior	4	7	11	3*
Observation skills--generalization about environment	3	9	12	2
Physical coordination	4	4	13	5
Body development and exercise	4	4	10	8
Health habits, body care	4	5	12	5
Total	66	138	207	56
Percent	14%	30%	44%	12%

* No response from one teacher on this item

Data in Table 16.3 indicates that the teachers felt that a majority of the students made progress in the categories listed. Fifty-six percent of the classes involved had eight or more students making progress in the total for the 18 goals or activities.

An attempt was made to determine the progress of pupils who had been in previous Head Start programs and the Follow Through program. Teachers were asked to list, in rank order, the four students in each class who were most ready for first grade, September 1969. The teachers were also asked to list the four, in rank order, who were least ready, and then list the remaining group. The teachers were to check the listed students who had been in Head Start, 1967-68; Head Start, Summer 1968; and Follow Through, 1968-69. Adequate information was not available to accurately ascertain which students had been in Head Start, Summer 1968, therefore, the data is confined to Head Start, 1967-68 and Follow Through 1968-69. The results are given in Table 16.4, 16.5 and 16.6.

TABLE 16.4

PERCENTS OF PUPILS WHO WERE LISTED IN RANK ORDER AS BEING MOST READY FOR FIRST GRADE, SEPTEMBER, 1969

Rank Order of Pupils	Number of Pupils	1967-1968 Head Start	Both--Head Start 1967-68 and Follow Through 1968-69
Most Ready	25	4%	12%
Second	25	4%	12%
Third	25	12%	20%
Fourth	25	8%	12%
Total	100	7%	14%

TABLE 16.5

PERCENTS OF PUPILS WHO WERE LISTED IN RANK ORDER AS BEING LEAST READY FOR FIRST GRADE, SEPTEMBER, 1969

Rank Order of Pupils	Number of Pupils	1967-1968 Head Start	Both--Head Start 1967-68 and Follow Through 1968-69
Least Ready	24	8%	8%
Second	24	4%	25%
Third	23	9%	9%
Fourth	23	9%	0%
Total	94	7%	11%

TABLE 16.6

PERCENTS OF PUPILS IN GROUPS RATED MOST READY, LEAST READY, AND THOSE REMAINING PUPILS NOT RATED IN EITHER GROUP

Rank Order of Pupils	Number of Pupils	1967-1968 Head Start	Both--Head Start 1967-68 and Follow Through 1968-69
Most Ready (total of those ranked one through four)	100	7%	14%
Least Ready (total of those ranked one through four)	94	7%	11%
Middle Group (total of those not ranked most ready or least ready)	151	9%	5%
All combined	345	8%	9%

Teachers were asked to give their opinion of the value of the one-day workshop. Nine felt that it was of "much" value, ten checked "moderate" value, two did not respond, and no one checked the categories, "little," "none," or "detrimental."

The greatest help from the workshop was in the areas of teaching methods and discussion of the new materials to be used in the summer program.

In response to the question, "How much value do you feel the help you received from the Post-Kindergarten coordinator has been to the program?," eleven respondents checked the "much" category, eight checked the "moderate" category, and one checked "little." Two teachers gave no response to the question. No one marked the "none" or "detrimental" categories.

The principal ways in which the coordinator helped was obtaining and distributing materials to the various buildings, and ideas and methods for the use of the materials. The contacts the coordinator had with each teacher ranged from three to ten during the summer session.

The classroom supplies or materials from which the teachers received the most benefit were in rank order: Peabody Language Kit; The Early Childhood Discovery Materials, McMillan; The Weekly Reader; Book of Animals; Book of Wheels; and The Dandy Dog Books and Records, American Book Company.

COMMENTS ON RESULTS

Twenty-six classes for approximately 370 pupils were conducted in the Post-Kindergarten program. Three afternoon meetings were held for parents of the post-kindergarten children. Teachers reported that a substantial number of children made progress during the summer program. The work of the coordinator was viewed by most teachers as being beneficial. An orientation workshop was also considered generally beneficial.

Ranking data was available for 345 pupils in the Post-Kindergarten program. Nine percent or 31 of the total number of children had previously been in the Head Start and Follow Through programs. Fourteen of these children with previous experience were among those children rated as being "Most Ready" for first grade; ten were among those rated as being "Least Ready"; and the remaining seven were rated in the middle groups.

BASIC-PRIMARY

This course was designed for first and second grade pupils who were having difficulty in learning to read and needed the extended time in summer school to develop fundamental skills at the primary level. The Basic-Primary course was planned as a correlated language arts program. Activities in reading, listening, speaking, spelling, and writing were utilized in this summer school program.

OBJECTIVES

To develop fundamental skills at the primary level in: (a) reading, (b) listening, (c) speaking, (d) spelling, and (e) writing.

PROCEDURES

Forty-six classes were organized in this summer program. Thirty-one teachers were employed to conduct this program. The classes were in session two hours per day for six weeks. The classes averaged 11 to 12 pupils per class. Approximately 510 pupils participated in this program.

A variety of instructional methods and materials were used by the teachers. Procedures, methods, and materials used by teachers included reading groups, writing stories, pupil-made word cards, tapes and discs for listening skills, stories read aloud, experience charts, films, filmstrips, show and tell games, musical activities, role playing, choral reading, and library periods.

EVALUATION STRATEGY

The principal sources of evaluative data were attendance records and an evaluation form which teachers were to complete at the end of the six-week session. A copy of the evaluation form is included in the Appendix.

PRESENTATION OF DATA

Twenty-eight teachers of 31 total returned evaluation questionnaires. This represented 40 of the 46 total classes. Based on these 40 classes, 65 percent were first grade pupils and 35 percent were second grade pupils. Forty-three classes of the 46 were represented in the returns of the attendance information sheet.

Attendance information is shown in Tables 16.7 and 16.8.

TABLE 16.7

PARTICIPATION STATISTICS FOR BASIC-PRIMARY, SUMMER 1969

Number of Classes = 43*
Number of Days in Summer Session = 29

	Range	Median
Enrollment Per Class*	6 - 13	12
Average Number of Days Attended Per Pupil	14.7 - 26.5	21.6
Average Daily Attendance Per Class	5.2 - 11.2	7.8
Percent Attendance Per Class	51% - 92%	74.%

TABLE 16.8

PARTICIPATION--ALL CLASSES COMBINED

N = 43*

Enrollment	481
Average Number of Days Attended Per Pupil	21.1
Average Daily Attendance	350
Percent Attendance (Number days attended ÷ Number days possible)	72.8%

*Complete data not available on three of the 46 classes

One item on the questionnaire to teachers pertained to the approximate portion of time that was devoted to the areas of reading, mathematics, and language arts. These results are shown in Table 16.9.

TABLE 16.9

APPROXIMATE DAILY CLASS TIME ALLOTTED TO READING, LANGUAGE ARTS, AND MATHEMATICS

Time Allotted in Minutes	Number of Teachers Reporting		
	Reading	Language Arts	Mathematics
Over 90	6		
81 to 90	1		
71 to 80	5		
61 to 70	2	1	
51 to 60	11	5	
41 to 50	8	9	
31 to 40	1	8	
30 or less	9	16	
21 to 30			2
11 to 20			2
1 to 10			10
None			25

A large proportion of the classes received no mathematics instruction. Reading received the greatest amount of emphasis among all the classes.

Two questionnaire items dealt with the teacher's opinion about the child's readiness for the next grade in September. Of the approximately 510 pupils enrolled in Basic-Primary, 100 were judged by teachers to be ready for the next grade because of the additional learnings provided by the summer program. Without the Basic-Primary program, these pupils would probably have experienced difficulties in a more advanced class. Ninety-two pupils were judged to have been ready for the next grade before they entered the Basic-Primary program.

Of 28 teachers reporting, 26 indicated that they had had prior experience in the instruction of educationally deprived children. All 28 teachers said they would be willing to continue teaching educationally deprived children.

Teacher comments indicated that some of the advantages of the program were small class size and extended pupil experiences. Disadvantages listed were: Poor attendance, lack of parent interest, and having pupils of two grade levels combined.

COMMENTS ON RESULTS

Approximately 500 children were given the opportunity of extended learning experiences through the summer Basic-Primary program. About 20 percent of these pupils were considered to be ready for the next grade by virtue of their participation in the program. They probably would not have been ready without the program. Nearly another 20 percent were judged to have been ready for advancement prior to their entry into the program. This may raise some question about the appropriateness of the selection process used to determine class participants. The remaining 60 percent are presumed to have profited from their experiences.

SCIENCE AND OUTDOOR EDUCATION

The Science and Outdoor Education program was designed for second grade public and non-public school pupils. The program provided the opportunity to take pupils beyond the limitations of the classroom in an attempt to enhance their achievement through the study of the natural environment. The program focused on skills of observation and classification, and on abilities to formulate sound generalizations.

OBJECTIVES

1. To develop an awareness of the natural environment.
2. To increase skills of observation.
3. To improve the ability to classify objects according to common characteristics.
4. To develop an inquiring attitude toward natural phenomena.

PROCEDURES

Eight teachers in seven Title I elementary schools conducted 14 Science and Outdoor Education classes for 198 pupils in grade two. Prior to the summer school session, a one-day orientation session was held for teachers. The orientation included a study of the disadvantaged child, demonstrations of the materials available for the course, suggested projects and methods, and a trip to Camp Hyde. Camp Hyde is the YMCA facility which was contracted to give the pupils the camping part of the program.

Teachers conducted classes according to the interests and needs of the pupils. Classes usually centered around nature projects which called for observation and classification. Some of the subjects studied were birds, rocks, fish, insects, weather, space, and flowers. Books, films, filmstrips, tapes and records, printed materials, microscopes, and hand lenses were among the equipment used in the course.

A resident camping experience of two nights and two and one-half days was included as part of the course during the last week of the summer session. Teachers accompanied the children to camp, but the program was operated by camp personnel. Before the pupils went to camp, personnel from Camp Hyde went into the classrooms to explain the camping program and procedures.

EVALUATION STRATEGY

The sources of data for evaluation were attendance records, an evaluation questionnaire completed by teachers near the end of the summer session, and an interview with the Coordinator of Primary Education. A copy of the questionnaire is included in the Appendix.

PRESENTATION OF DATA

Fourteen classes in Science and Outdoor Education were conducted. The summer program was in session 29 days. Participation statistics are included in Table 16.10 and 16.11.

TABLE 16.10

PARTICIPATION STATISTICS OF SCIENCE AND OUTDOOR EDUCATION SUMMER SCHOOL CLASSES

Number of Classes = 14
Number of Days in Summer Session = 29

	Range	Median
Enrollment Per Class	12 - 19	14
Average Number of Days Attended Per Pupil	15.4 - 25.9	23.2
Average Daily Attendance Per Class	7.4 - 15.2	11.5
Percent of Attendance Per Class (Number of days attended ÷ Total number possible)	53% - 89%	80%
Camp Attendance Per Class	47% - 89%	77%

TABLE 16.11

PARTICIPATION--ALL CLASSES COMBINED

N = 14

Enrollment	198
Average Number of Days Attended Per Pupil	22.6
Average Daily Attendance	154.5
Percent of Attendance	78%
Camp Attendance	73%

Table 16.12 lists the places visited by the classes on field trips. Transportation in almost all cases was by bus. Transportation was mentioned as a problem in the program last summer. According to the teacher reports, there was very little problem this summer.

TABLE 16.12

FIELD TRIPS TAKEN BY SCIENCE AND OUTDOOR EDUCATION CLASSES

N = 14

Field Trip	Number of Classes Taking Trip
Riverside Park and Zoo	7
Santa Fe Lake	7
Arboretum	5
Orchard	3
Sim Park	2
Oak Park	1
Museum	1
Dairy Farm	1
Farm	1
Nursery and Greenhouse	1

Teachers were asked their opinion about which elements of the program were of greatest value. The following were reported: (1) Field trips; (2) camping experience; (3) pupils gaining an appreciation of the outdoors; (4) small unstructured classes; and (5) enrichment experiences.

The items teachers suggested which would strengthen the program were: More sharing of ideas with other teachers; taking more field trips; and having available more films and filmstrip appropriate to primary level nature study.

All teachers attended the camping sessions with their class or classes. In response to the question. "Do you think the camping experience enhanced the curriculum of the Science and Outdoor Education program?", all eight teachers replied affirmatively.

Teachers were asked if they felt the help provided by the camp counselors was adequate. Seven teachers marked "yes"; and one marked "undecided." In general the comments about the camp personnel were very favorable. Two teachers comments indicated that a better understanding of the divided responsibilities between camp personnel and teachers would be helpful.

Some of the general comments about the camp program were:

> "Well organized"
> "Enthusiastic participation"
> "Built independence in the children"
> "Camping should be earlier in the program"
> "It provided a goal for the children"
> "The camp was a highlight of the summer and a good application of what the children had learned during the summer."

Three of the eight teachers did not comment about the camp experience.

All teachers reported that the help provided by the coordinator was of value to them, particularly in the securing of materials and supplies and helping with arrangements for field trips.

The eight teachers reported that they had an aide or aides. In the teacher's opinion, the aides were very helpful.

Parent reaction to the program was reported as favorable by the teachers.

COMMENTS ON RESULTS

The Science and Outdoor program provided the opportunity for pupils to study beyond the limitations of the classroom. Pupils took field trips to parks, farms, etc., and took short excurisons in the immediate vicinity of their school. They learned to be aware of and study their environment. The camping experience was an opportunity to apply some of the knowledge and skills attained during the regular summer session.

MATHEMATICS AND SCIENCE

The Mathematics and Science program gave third and fourth grade children experiences in mathematics and science related areas. The program was designed to help pupils discover and understand mathematical processes, and to learn the basic science skills of observing, classifying, communicating, predicting, and inferring.

OBJECTIVES

1. To involve children in learning activities that will help develop the process skills of: (a) observing, (b) using space/time relations, (c) using numbers, (d) measuring, (e) classifying, (f) communicating, (g) predicting, (h) inferring, and (i) recording data.
2. To provide activities that will help guide children to discover number relationships.
3. To individualize the program so that each child can work at his own level of understanding.
4. To develop positive attitudes toward science and mathematics.
5. To develop and strengthen the basic number skills.

PROCEDURES

Thirty classes in 21 schools were conducted in this program. Twenty-five teachers were used to teach the 30 classes. Class size averaged approximately 16.

A one-day orientation for teachers was held prior to the summer session. New materials were demonstrated and methods of teaching were discussed.

This course provided the opportunity to correlate mathematics and science. Concepts of sets, subsets, properties of objects, measurement, relativity, and basic number combinations were integrated with science experiments. New manipulative materials which helped pupils discover and understand mathematical and scientific concepts were used in these summer classes. The flight of Apollo 11 was current news during the latter part of summer school. A number of teachers used the newspaper accounts of this flight as additional material in their teaching.

EVALUATION STRATEGY

The principal sources of evaluative data were attendance records and a questionnaire which teachers completed near the end of the summer session. A copy of this questionnaire is included in the Appendix.

PRESENTATION OF DATA

Twenty-three questionnaires were returned completed. These returned questionnaires represented 28 of the 30 classes in the program. These 28 classes reported an enrollment of 234 third grade students and 212 fourth grade students, giving a total of 446. The class size mean was 15.9. Other participation statistics are given in Tables 16.13 and 16.14.

TABLE 16.13

PARTICIPATION STATISTICS FOR MATHEMATICS AND SCIENCE PROGRAM

Number of classes = 26*
Number of Days in Summer Session = 29

	Range	Median
Enrollment	12 - 19	16
Average Number of Days Attended	13.3 - 26.6	21.9
Average Daily Attendance	8.3 - 14.7	11.7
Percent Attendance	46% - 92%	74%

TABLE 16.14

PARTICIPATION--ALL CLASSES COMBINED

N = 26*

Enrollment	414
Average Number of Days Attended Per Pupil	21.1
Average Daily Attendance	301.2
Percent Attendance (Number days attended ÷ Number days possible)	73%

*Complete data not available on four of the 30 classes.

Teachers were asked to indicate how much value the orientation program was to them. Thirteen teachers reported that it was of "much" value; four teachers reported "some" value; no one reported that the orientation was of "no" value to them; and six were unable to attend, therefore gave no response. Most of the comments about the orientation gave favorable mention of the value they received from the demonstration of new materials.

The teachers were also asked to respond to the question "Was the help provided by the coordinator of value to you?" Fifteen reported "much" value; seven reported "some" value; and one gave no response. No one checked the "none" category. Those who responded with comments generally felt the coordinator was very helpful in coordinating materials, demonstrating lessons, and being available when needed for questions.

The majority of teachers reported that they devoted approximately 50 percent of the time to mathematics and 50 percent to science. The time spent ranged from approximately 30 percent to 70 percent for mathematics. For science the range was from 17 percent to 70 percent.

Teachers were asked to give their opinion on how many pupils in the classes made substantial improvement in mathematics and science. The results are given in Table

TABLE 16.15

TEACHER OPINIONS OF NUMBER OF PUPILS SHOWING IMPROVEMENT

Number of Pupils Making Progress	Number of Teachers Responding
Most Pupils	12
10-12	5
7-9	3
4-6	4
1-3	0
None	0

Most teachers in their responses qualified or expanded the term "substantial improvement" to indicate that more interest was created, new appreciation for mathematics and science was gained, significant attitude changes were noticed, enthusiasm was generated, etc. Table 16.15, therefore should be interpreted as improvement made in the above areas and categories. Two teachers felt that six weeks is not enough time to see "substantial improvement." The most frequently mentioned reason for students not making improvement was lack of attendance.

COMMENTS OF RESULTS

This program provided the opportunity to correlate mathematics and science. Many new manipulative materials were void in this program. The teachers felt that progress was made in the correlation of mathematics and science, particularly in attitudes and interest.

NEGLECTED AND/OR DEPENDENT CHILDREN

The project was designed to meet the special educational needs of children living in institutions for neglected and/or dependent children. The institution served by this program this summer was the Phyllis Wheatley Children's Home.

The Phyllis Wheatley Children's Home is a licensed private agency, participating in the United Fund. The Home provides 24-hour care for dependent and/or neglected children ages two through sixteen. The home also operates a day nursery for children ages three through five whose parents are working and cannot pay full costs of child care.

OBJECTIVES

1. To provide educational programs and activities during the summer for residents of the institution.
2. To enrich specific areas of institutional living as measured by participation in the activities provided.
3. To improve the social and emotional adjustment of the institutional residents through the development of positive attitudes and improved self-concepts.

PROCEDURES

To attain the objectives of this program, activities were provided during a six-week period. The activities were: Arts and crafts, music, physical education and recreation, and reading improvement.

The reading program centered around the library at the Home. The students were placed in groups according to elementary or secondary level. Individual work was done within these groups. The teacher suggested types of reading materials which pupils checked out of the library. Oral reading of poems, informal dramatization, and much praise of selected materials stimulated further reading. Three volunteer aides from the local Red Cross summer program assisted in the library work.

The music program was divided into three separate categories: Nursery class, piano class, and general music. The nursery group was composed of 18 to 20 four and five year olds. The activities were: Singing with accompanying Autoharp, records, a film about instruments, pictures and discussion of instruments, and rhythmic activities and movements.

The piano teaching was based on the Keyboard Experience Manual used in the Wichita Public Schools. Compositions were learned by numbers. The students learned how to build a scale, how to play chords, and coordinated chords and melodic lines. Theory of music was discussed.

The physical education program was principally organized games with some educational sport trips and health education films. The activities included softball, kickball, scooter races, volleyball, folk dancing, four square, relays, rope juming, and circle games.

EVALUATION STRATEGY

The principal source of evaluative data was from the "Information for Evaluation of the Title I Activities at Phyllis Wheatley Children's Home." A copy is included in the Appendix. This was a questionnaire which the teachers were to complete near the end of the summer session.

PRESENTATION OF DATA

Five teachers were each employed two hours per day for six weeks to conduct the summer program. Approximately 38 boys and girls were served by this program. These students ranged from nursery school age through junior high school.

Three of five questionnaires were returned. Some evidence of progress or achievement in the program is indicated by the quotes from the teachers in the program:

> "Some of the children began to show more interest in athletics in general and were more willing to participate in new games."
>
> "... I know they were exposed to reading materials that should give them some value to base attitudes on. The older children seemed much more generous, gracious, and more knowledgeable than when I went into this program two years ago. I'm very pleased with them."
>
> "The young ones are eager to hear the stories and really do quite a bit of reading on their own."
>
> "My classes consisted of two and sometimes three students at a time. With such individualized attention there never was a behavior problem. They were very interested in the piano and several did exceptionally well."

There were very few problems in the program as cited by the teachers. One teacher mentioned a problem in scheduling so that the greatest number of children could participate in all activities. This was apparently worked out after the first week. One teacher felt the summer session was too short. The children need something to occupy their time when regular school is not in session.

The advantages of the program as reported by the teachers were: Flexibility in scheduling within classes so that teachers could work with individual and small groups, and the program provided tension releasing physical education activities which are needed by the children who remain in the Home most of the day.

SUMMARY

The program at Phyllis Wheatly's provided activities in arts and crafts, reading, physical education, and music for approximately 38 pupils during the six-week summer session. Classes were scheduled so that the maximum number of residents of the Home could participate. The success of the program is apparent from the participation and interest of the pupils as reported by their teachers.

HOME REPAIR AND IMPROVEMENT PROGRAM

The Home Repair and Improvement program, first initiated in the summer of 1967, was designed and organized to provide boys living in low-income target areas with practical skills needed to repair and maintain private homes. Skills learned in the shops of selected junior high schools were put into practice while working on the boys' own homes. It was believed that supervised actual job experience would fill the need for worthwhile summer experiences for low-income boys who were too young to secure summer jobs and/or too unskilled to work part-time.

OBJECTIVES

1. To train youth in the skills and approved practices used in house maintenance and repair.
2. To provide practice of learned skills in a meaningful situation while working on houses in the community.
3. To improve the economic value of houses and property.
4. To develop positive attitudes and pride in a well-kept house and yard.

PROCEDURES

Junior high school students living in low-income target areas were selected for the program by shop instructors, counselors, and principals. Shops at two junior high school and one high school served as skill training centers. Six industrial arts teachers, two in each school, worked with teams of boys. The skill training included problem solving, estimating, use of tools, and shop repair work. The practical training and use of learned skills took place at the house sites.

Hours spent by the boys in the program were 7:00 a.m. to 11:00 a.m. Monday through Friday. Classes were from 7:00 a.m. to 9:00 a.m. and on the job experience from 9:00 a.m. to 11:00 a.m. The program extended over an eight-week period. The field experience provided opportunities for boys to "learn by doing" skills of painting, carpentry, fence repair, masonry, and yard beautification.

An amount of $50.00 was allocated for supplies for each of the projects. In some cases property owners assisted with the purchase of supplies, but in all cases the labor was performed without cost to the owners. Consultative service pertaining to home maintenance and repair was provided by instructors to property owners at their request.

Personal work-study allowances in the amount of $2.50 per day were provided to the approximately 60 boys who participated in the program.

EVALUATION STRATEGY

Sources of evaluative data included participation statistics and the "Checklist for Evaluation of the Title I Home Improvement and Repair Program." A copy of the checklist was completed by the instructor at the end of the program for each student. Kinds of information obtained from the completed forms included understandings, descriptions of performance, attitudes toward house, work, self, and others, attendance information, and anecdotal information. A copy of the checklist is presented in the Appendix.

PRESENTATION OF DATA

The following tables and statements present summaries of information obtained from the checklist used in the evaluation of the program.

TABLE 16.16

STUDENTS' UNDERSTANDINGS AND ABILITIES AS SHOWN ON CHECKLIST FOR EVALUATION OF THE 1969 TITLE I HOME REPAIR AND IMPROVEMENT PROGRAM

N = 40*

Description of Knowledges and Skills	Number of Responses Concerning Extent of Understanding or Ability			
	None	Little	Moderate	Much
Knows how to plan and estimate a repair job	1	2	27	10
Understands the use of hand tools	1	1	25	13
Understands sequence of procedures in painting (scraping, priming, painting, cleanup)	1	1	22	16
Understands sequence of procedures in general repair work	1	1	25	13

*Questionnaires were available for two of the three classes

The information in the above table reveals that most of the boys in the program, for whom data was available, were reported to have had at least "moderate" understanding regarding the knowledge and skill areas that were designated. It is reasonable to assume that some students entered the program with more understanding and ability than others and that some students gained more than others during the eight weeks.

TABLE 16.17

STUDENTS' PERFORMANCE AS SHOWN ON CHECKLIST FOR EVALUATION OF THE 1969 TITLE I HOME IMPROVEMENT AND REPAIR PROGRAM

N = 40*

	Number Completing		
Description of Performance	Yes	No	Item Left Blank
Developed a plan for repair, improvement and care of house and yard	37	2	1
Estimated and computed the labor cost of house improvement	32	7	1
Estimated and computed the material costs of house improvement	32	7	1
Used and properly cared for paint brushes	37	2	1
Has used hand tools in maintenance and repair work	37	2	1

*Questionnaires were available for two of the three classes

The information in Table 16.17 shows that most of the boys performed the tasks related to the program objectives.

One item of the questionnaire attempted to assess student attitudes in several areas at the beginning and end of the course as perceived by teachers and parents. Teacher's observations were reported for two classes and are shown in Table 16.18. Almost no change in attitude was reported from beginning to the end. Parent opinions of attitudes were recorded for only one class and are therefore not reported.

TABLE 16.18

STUDENT ATTITUDES AT THE BEGINNING AND END OF THE 1969 TITLE I HOME REPAIR AND IMPROVEMENT PROGRAM

N = 40

Teacher's Observation of Attitude of Student	Beginning of Program				End of Program			
	Good	Indif-ferent	Poor	Left Item Blank	Good	Indif-ferent	Poor	Left Item Blank
Toward Own House	32	4	3	1	33	4	2	1
Toward Work	31	7	2	0	34	3	2	1
Toward Self	31	6	2	1	32	5	2	1
Toward Others	31	6	2	1	30	6	2	2

Attendance information was reported for 37 boys. It was reported that 34 of the boys reported to work on time every day. The three boys who were reported with tardies showed two, three, and four tardies, respectively. It was reported that 22 of the boys were present every day. Absences ranged from one to fifteen for the 38 day summer session.

COMMENTS ON RESULTS

The objectives of the Home Repair and Improvement program related to developing and practicing work skills, improving the economic value of property, and the development of attitudes. Two principal sources of evaluative data were reports by the teachers and checklists completed by the teachers on individual participants. Since data was incomplete, it is difficult to draw any conclusions about the success or lack of success of the program.

HOME DECORATING AND IMPROVEMENT

The Home Decorating and Improvement program was introduced this summer. It was designed to provide training and work experience in home decorating, management, and repair for ninth grade girls living in low-income target areas. It was believed that such a program would fill a need for those girls who are too young to find summer employment, but who would gain much from the skills and learnings offered. The program would also provide a worthwhile service to their community and/or to the girls own homes.

OBJECTIVES

1. To train girls in the skills and approved methods used in home maintenance, repair, and home furnishings construction.
2. To provide practice of learned skills in a meaningful situation while working on homes in the community.
3. To improve the economic value of homes and property.
4. To develop positive attitudes and pride in a well-kept house.

PROCEDURES

Pupils were selected by home economics teachers, counselors, principals, with recommendations from parents from Title I areas. Forty-six pupils participated in the program.

The home economics department of one junior high school and one senior high school were utilized as training centers and work laboratories for the two classes. Four teachers were employed to conduct the two programs.

4

Skill training included specific skill in (1) problem defining, (2) material and supply estimating, (3) use of equipment, (4) construction or repair of items needed to improve the home decoration and furnishings, and (5) making minor equipment repairs.

Some specific activities included in the program were:

Design and construction of curtains and other window dressings
Clean, arrange, and organize work areas to provide better management of time and energy
Mend, repair, and construct household linens
Paint and refinish furniture
Paint and paper rooms
Repair small equipment, such as electric cords, faucets, etc.
Clean rugs and carpets
Frame pictures and make other home decorative accessories.

The classes were in session from 7:30 a.m. to 11:30 a.m. Monday thru Friday for eight weeks.

Fifty dollars was allocated for supplies for each of the projects. Personal work-study-training stipends of $2.50 per day were provided to the girls who participated in the program.

EVALUATION STRATEGY

The sources of evaluative data included participation statistics and an evaluation checklist which was completed by the teachers at the end of the summer session. The checklist was completed for each pupil in the summer program. A copy of the checklist is included in the Appendix.

PRESENTATION OF DATA

The following tables summarize data obtained from the evaluation checklist.

TABLE 16.19

PUPILS' UNDERSTANDINGS AND ABILITIES AS SHOWN ON CHECKLIST FOR EVALUATION OF THE 1969 TITLE I HOME DECORATING AND IMPROVEMENT PROGRAM

N = 46

Description of Knowledges and Skills	Number of Responses Concerning Extent of Understanding or Ability			
	None	Little	Moderate	Much
Knows how to define problem--what needs to be done to improve home	3	20	20	3
Understands the use of tools and equipment necessary to perform the task	3	15	26	2
Understands sequence of procedures used in performing task (eg. painting; prepare; paint; cleanup)	5	21	18	2
Understands the sequence of procedures used in small repair work*	6	10	9	0
All responses combined	17	66	73	7

*No response to this item for 21 pupils

Approximately 50 percent of the girls were judged to have gained "much" or "moderate" understanding and ability in home decoration and repair by the end of the semester.

Pupils' performance is shown in Table 16.20.

TABLE 16.20

PUPILS' PERFORMANCE AS SHOWN ON CHECKLIST FOR EVALUATION OF THE 1969 TITLE I HOME DECORATING AND IMPROVEMENT PROGRAM

N = 46

Description of Performance	Number Completing Yes	No	Left Blank
Developed a plan for improvement/decoration and care of home	46	0	0
Estimated and computed the labor cost of home improvement/decoration	13	31	2
Estimated and computed the material cost of home improvement/decoration	39	5	2
Used and properly cared for work equipment	42	4	0
Has used small hand tools in maintenance and repair work for home improvement/decoration	18	15	13
All responses combined	158	55	17

A very high proportion of pupils completed the performance tasks listed in Table 16.20. The execptions were in the area of use of small hand tools and estimating and computing the labor cost of home improvements/decoration.

Pupils' attitude is shown in Table 16.21.

TABLE 16.21

PUPILS' ATTITUDE AT THE BEGINNING AND END OF THE 1969 TITLE I HOME DECORATING AND IMPROVEMENT PROGRAM

N = 46

Kind of Attitudes and Person Observing	Beginning of Program				End of Program			
	Good	Indif-ferent	Poor	Left Item Blank	Good	Indif-ferent	Poor	Left Item Blank
Toward Own House:								
As observed by teacher	25	17	4	0	36	8	2	0
As indicated by parent	31	10	2	3	27	6	0	13
Toward Work:								
As observed by teacher	33	9	4	0	38	7	1	0
As indicated by parent	36	6	2	2	29	4	0	13
Toward Self:								
As observed by teacher	35	11	0	0	41	5	0	0
As indicated by parent	32	11	1	2	27	5	0	14
Toward Others:								
As observed by teacher	35	10	1	0	35	10	0	1
As indicated by parent	34	9	1	2	25	6	0	15

Observations made by the teachers indicate an attitude improvement from the beginning to end of the course. Since so many parent observations were not completed at the end of the course, an accurate picture of the pupil cannot be ascertained from this source.

The attendance record of the classes was good. The total number of days absent for both classes combined was 77. The absences ranged from 0 to 12, with a mean of 1.7 absences per student. The total number of tardies ranged from 0 to 8, with a mean of two tardies per pupil.

Anecdotal information was furnished by the teachers in the form of comments made by pupils about themselves, comments made by fellow workers, comments made by parents, and comments made by the teachers. These comments were tabulated as to positive or negative. Approximately 85 percent of all comments were in the positive direction, indicating either progress in the course by students, or parents and students comments about the value of the course. Some representative comments are listed below:

> "I think it's been lots of fun... I enjoy seeing what other people's homes are like. All the parents are very polite and cooperative." (pupil)
>
> "This was a valuable experience for ____ to get this on-the-job training. It has taught her that it takes work and planning to take care of a home." (parent)
>
> "____ has made remarkable progress in her manner toward getting along with people. I feel there may be a carry-over in her school work." (teacher)
>
> "____ gets along well with the other girls." (fellow-pupil)

Most parents seemed to be appreciative of the opportunities that were available to their daughters, however, one father refused to let his daughter work in the homes of others or to have the group work in his house. In one or two instances the collection of the $2.50 a day allowance with as little effort as possible seemed to be the main motivating factor.

Teachers suggested that seventh grade girls were too young to benefit fully from this program and would recommend that more mature age groups be selected.

COMMENTS ON RESULTS

Forty-six girls participated in this program. A high percentage of positive comments made about the program by pupils, parents, and teachers indicate that the objectives were generally achieved. If this type of course is conducted another summer, planners may wish to more carefully consider the process of pupil participant selection.

SELF-DIRECTED PERSONAL IMPROVEMENT PROGRAM

This program was designed to begin as an unstructured program with broad guidelines within which the participants self-directed their own individual improvement in appearance, personal grooming, and positive personality development. The course included seventh, eighth, and ninth grade girls.

OBJECTIVES

1. To enable each participant to define her individual needs.
2. To have each participant define the goal she wished to attain and to plan her own procedure for reaching her goal.
3. To have each participant show improvement in self-image and self-achievement which could be measured in a visible manner by the individual and her peers.

EVALUATION STRATEGY

Sources of evaluative data included participation statistics, an interview by the evaluator with the two teacher consultants, and an evaluation questionnaire completed by the two teachers at the end of the summer session. Few written evaluations were used by the teachers to avoid creating a "regular classroom" atmosphere. Most teacher evaluations of pupils were done through observation and listening to the comments made of other girls and in group discussions.

16.42

Thirty-one girls from low income areas participated in this program. The class was conducted at a relatively new junior high school because home economic facilities there were conducive to this type of program. The building was air conditioned, and audio-visual and other equipment was readily available during the summer. The building was easily accessible, and the overall building and room decor is attractive and inspirational.

Two home economic teachers were employed as consultants to conduct this two hour daily, six week program.

The program was generally unstructured with the girls deciding which areas they wanted to explore during the session. The following areas were chosen: (1) make-up, (2) complexion care, (3) posture, (4) weight control, (5) hair care, (6) teeth care, (7) etiquette, (8) hand, feet, and leg care, (9) nail care, and (10) personality and friends. By committees, the participants decided which activities should be included under each area. Weekly planning discussions were held to determine which goals were to be met that week. Two pace-setters were used. These girls were participants in the class, but had been chosen to enroll because of their qualities of good grooming, poise, etc. They did not serve as teacher aides, nor were they pointed out as good examples. Their role was to provide subtle guidance and leadership to others in the class.

A group of girls planned a snack each week. They emphasized good nutrition, cost, and calories.

The program included field trips to a local restaurant for a buffet breakfast, two trips to the charm school of a local department store, two trips to a beauty salon where they had their hair styled, and one trip which was a combination charm school visit and luncheon at a local department store.

A number of speakers from the community were used. These are tabulated below:

Speaker	Subject
Heart Association Representative	Weight Control
Dentist	Teeth Care
County Health Nurse	Personal Hygiene
Dermatologist	Skin Care
Police Department Representative	Safety at Home and on the Streets
Dairy Council Representative	Weight Reduction
Electric Company Representative	Laundry Care
Cosmetic Company Representative (college student)	Make-up

Others, used as consultants, were a local dermatologist and the personal development instructor for the area vocational-technical school.

Filmstrips, slides, films, and printed materials, (pamphlets), were used. A listing of these materials is included in the Appendix.

PRESENTATION OF DATA

The teacher consultants noted that it was difficult for these girls to be specific in planning individual goals. They had a tendency to plan general goals for the entire group rather than defining their own individual needs. It was also difficult for them to determine the priority of their goals. Thus, individual goals were not stressed as much as they could have been if the girls would have worked alone. The difficulty in planning individual goals and priorities did not seem to detract from the value of the course.

Evidence of improvement was cited by teachers as follows:

The girls checked their nails and hair each day without outside encouragment.

Their self-image was greatly improved when they saw their hair set and styled attractively.

During the session the girls would approach the teacher consultants with personal questions about areas studied several weeks earlier.

The major advantages of this program listed by the teacher consultants were:

The self-directed approach which created motivation and interest

The opportunity to participate in field trips

The cooperation of the community resource people

The availability of supplies and materials

The flexibility of the time schedule

The pleasant environment for daily meetings. (The living room area of the home economics room helped create an informal atmosphere for speakers and discussions)

The good communication between the teacher consultants and the participants.

The teacher consultants felt that this program was an excellent summer school activity that should be continued and expanded. They felt that it would be difficult to conduct this type of program during the regular school year because schedules could not be as flexible and interest probably could not be maintained for one semester or one year.

COMMENTS OF RESULTS

The primary objectives of measurable self-improvement, improvement of self-image, and self-achievement apparently were attained by many of the girls in this program. The program made possible experiences and information for the girls which might not have been available to them without this course. The use of community resources such as speakers, field trips, and consultants was a valuable part of the program. The teacher consultants involved felt that this was a good summer school program that should be continued and expanded.

FORWARD BOUND

Pupils living in low income areas often are deprived of participation in summer camp activities. For the third consecutive summer a camping program for junior high school boys and girls from target areas was provided. The program was designed to provide residential camping experience for those junior high school pupils who might not otherwise participate in such activities.

Particular attention was given to worthwhile leisure time, activities, citizenship, and health.

OBJECTIVES

1. To provide activities that lead to the worthy use of leisure time.
2. To provide experiences for promotion of citizenship development.
3. To promote good health habits.

PROCEDURES

The Young Men's Christian Association was delegated the responsibility of operating the camping program at Camp Wood, near Elmdale, Kansas. An experienced resident camp director was assisted by camp counselors, junior counselors, cooks, nurse and other supportive personnel.

Participants were selected by a coordinator upon recommendation of school principals and school counselors. Tuition was paid, by contract, to the YMCA from Title I funds.

A two-week structured program included outdoor activities, emphasizing sports; cabin activities, emphasizing crafts; and general activities, emphsizing group participation. Specific activities available to pupils were horseback riding, swimming, canoeing, fishing, bow and rifle shooting, hiking, softball, skits, etc. Opportunities for leadership and the development of self-concept were provided.

Campers were allowed to choose activities. Both individual and group instructions were given. Some group participation was required. Health improvement was given careful consideration. Medical examinations were required of all participants prior to admittance to the program. A nurse was in residence, and a camp physician was on call. Transportation to and from camp was furnished to participants.

EVALUATION STRATEGY

Sources of evaluative data included participation statistics, checklists completed for each camper, and anecdotal information. A copy of the checklist, completed for each camper during his last days of camp is included in the Appendix.

PRESENTATION OF DATA

The success of the program is revealed in part by the extent of participation. Long range attainment of desirable changes in pupils attitudes, habits, and health, unfortunately, would be extremely difficult to measure in this type of program.

Table 16.22 shows the extent of pupil participation for each of the three sessions.

TABLE 16.22

EXTENT OF PUPIL PARTICIPATION IN THE TITLE I FORWARD BOUND PROGRAM

Date of Camp	Boys' Attendance	Girls' Attendance	Total Attendance
June 15 - June 28	43	45	88
June 29 - July 12	62	50	112
August 11 - August 24	60	40	100
Total	165	135	300

It was not possible to obtain a break-down of the grade and age categories of campers because too few checklists were returned with this information completed.

Table 16.22 shows the combined results of the camp counselor's ratings for each participant's short range goal achievement.

TABLE 16.23

RESULTS OF CHECKLIST FOR EVALUATION OF THE TITLE I FORWARD BOUND PROGRAM

N = 242

Description	Percent Attaining '69
1. Activities leading to the worthy use of leisure time	
a. Participation with some proficiency in at least three outdoor sports	83%
b. Completion of at least three cabin activities	86%
c. Participation in at least one evening program	87%
d. Demonstration of ability to use time wisely without coercion	58%
2. Experiences promoting citizenship development	
a. Planning cooperatively for outdoor and cabin activities	61%
b. Participation in coeducational activities	84%
c. Participation in flag ceremonies	67%
d. Attendance at religious activities according to personal preference	71%
e. Display of respect for camp leaders	81%
f. Following camp regulations	78%
g. Assuming responsibility for own conduct	69%
3. Habits leading to health improvement	
a. Daily attention to proper grooming of hair, teeth, hands, and body	82%
b. Keeping cabin and camp area neat, clean, and free of refuse	72%
c. Practice of safety particularly with water activities and camp fires	89%
d. Eating adequate balanced diet	90%
e. Refraining from wasting food	85%
f. Reporting accidents promptly for treatment	86%
g. Practice of regular exercise	88%
h. Getting adequate rest	84%
i. Demonstration of pride and concern about personal health	79%

At least a majority of participants was reported to have attained each of the short range goals. Most percentage figures are comparable to the results for last year's Forward Bound program except for items 2a, 2c, and 2d. These dropped 21, 27, and 21 percentage points, respectively. These three items were, "Planning cooperatively for outdoor and cabin activities," "Participation in flag ceremonies," and "Attendance at religious activities according to personal preference."

Camp counselors made anecdotal comments about part of the campers. These were scanned for their content and were judged to be either generally positive or generally negative. Of 177 campers who were reported, 120 had positive comments and 57 had negative comments.

COMMENTS ON RESULTS

Slightly fewer pupils took part in the 1969 summer Forward Bound program than took part in the 1968 session. Reports show some changes in the percent of campers attaining worthwhile goals. Most of the percentage changes were small except in three areas. With sizeable decreases in percentage of attainment for cooperative planning, participation in flag ceremonies, and attendance at religious activities, questions may be raised. Are the campers merely reflecting some of the current social change? Did the camp counselors report in the same way as they did the previous year? Did these activities receive the same degree of emphasis as in previous years?

A majority of the anecdotal comments were of a generally positive nature. Some of these comments indicated an improvement in attitude from the beginning to the end of the session. Even those campers who received negative anecdotal comments may have gotten something of benefit from their experience in group living.

SUMMER PROGRAMS NOT FORMALLY EVALUATED

Certain summer programs, because of their structure or because of a comparable academic year program, were not formally evaluated. These programs which were not evaluated were: Pre-School Head Start, Elementary Corrective Reading, Attendance Improvement, and Scholarships.

Pre-School Head Start

Evaluation of the Pre-School Head Start program is conducted by another agency.

Elementary Corrective Reading

The summer Corrective Reading program was designed to continue academic progress in reading for public and non-public school pupils. Forty-nine classes of approximately ten pupils each were organized and operated within the regular summer school structure. The program was organized in two separate courses, Corrective Reading (3-4), and Corrective Reading (5-6.) These courses were in session two hours per day for six weeks.

The Corrective Reading (3-4) classes were planned for third and fourth grade pupils who were reading one or two years below grade level and had ability to profit from the program. The Corrective Reading (5-6) classes were planned for fifth and sixth grade pupils who were reading 1.5 or more years below grade level and had ability to profit from the reading program.

The major skills emphasized in the corrective reading classes were word recognition and/or comprehension. Since reading achievement is closely related to other aspects of language arts, the Corrective Reading program was planned as a correlated language arts program. Activities in reading, listening, speaking, spelling, and writing were among those used in this summer school program.

The Corrective Reading program was not evaluated this summer. Previous experience has indicated that the summer session is too short in length to provide conclusive evaluative data.

Attendance Improvement

Twelve attendance aides who were employed for attendance work in the academic year were given extended contracts to continue through the summer, thus making twelve months of attendance work possible.

The attendance aides were charged with the responsibility of:

1. Maintaining contact with families already served during the regular school year.
2. Assisting in summer school attendance efforts.
3. Assisting in Head Start recruitment.

Scholarships

Scholarships were offered at both the elementary and secondary levels, and for special education. The following is a listing of the scholarships, and the level and category in which they were used.

Elementary Scholarships:	
General Scholarships for regular one-hour daily courses	336
Music and Swimming	81
Secondary Scholarships:	
General Scholarships for regular two-hour daily courses	316
Special Education Scholarships:	
Hard-of-Hearing	15
Speech Therapy	40
Total Number of Scholarships	788
Total Value of Scholarships	$10,251.

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WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

QUESTIONNAIRE TO TITLE I ATTENDANCE AIDES FOR EVALUATION OF THE 1968-69 TITLE I ATTENDANCE IMPROVEMENT PROGRAM

1. On the average, how much of your work week do you spend on attendance problems of elementary school pupils?

    a) 75% or more

    b) 50 - 75%

    c) 25 - 50%

    d) less than 25%

2. On the average, how much of your work week do you spend on attendance problems of junior high pupils?

    a) 75% or more

    b) 50 - 75%

    c) 25 - 50%

    d) less than 25%

3. On the average, how much of your work week do you spend on attendance problems of senior high pupils?

    a) 75% or more

    b) 50 - 75%

    c) 25 - 50%

    d) less than 25%

4. At which level do you feel your work has been most effective?

    a) Senior High

    b) Junior High

    c) Elementary

    d) About the same at all these

    e) Do not know

5. On the average, how much of your work week has been spent trying to establish contact with parents that the school has not been able to contact otherwise?

   a) More than 20 hours per week

   b) 15 - 20 hours per week

   c) 10 - 15 hours per week

   d) 5 - 10 hours per week

   e) Less than 5 hours per week

If you indicated in item 5 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas mentioned in items 6 - 10.

   a) Much value

   b) Moderate value

   c) Little value

   d) No value

   e) Do not know

6. Improving pupils' attendance.

7. Improving pupils' attitude toward school.

8. Improving parents' attitude toward school.

9. Reducing the number of dropouts.

10. Improving parent-school relationships.

11. On the average, how much of your work week has been spent collecting and reporting information regarding truancy of individual pupils?

   a) More than 20 hours per week

   b) 15 - 20 hours per week

   c) 10 - 15 hours per week

   d) 5 - 10 hours per week

   e) Less than 5 hours per week

If you indicated in item 11 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas listed in items 12 - 16.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

12. Improving pupils' attendance.

13. Improving pupils' attitude toward school.

14. Improving parents' attitude toward school.

15. Reducing the number of dropouts.

16. Improving parent-school relationships.

17. On the average, how much of your work week has been spent collecting and reporting information pertaining to severe attendance problems for individual pupils who are over the compulsory attendance age?

a) More than 20 hours per week

b) 15 - 20 hours per week

c) 10 - 15 hours per week

d) 5 - 10 hours per week

e) Less than 5 hours per week

If you indicated in item 17 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas listed in items 18 - 22.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

18. Improving pupils' attendance.

19. Improving pupils' attitude toward school.

20. Improving parents' attitude toward school.

21. Reducing the number of dropouts.

22. Improving parent-school relationship.

23. On the average, how much of your work week has been spent collecting and reporting information pertaining to individual pupils who are just beginning to develop a pattern of non-attendance or unexcused absences.

    a) More than 20 hours per week

    b) 15 - 20 hours per week

    c) 10 - 15 hours per week

    d) 5 - 10 hours per week

    e) Less than 5 hours per week

If you indicated in item 23 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas listed in items 24 - 28.

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

    e) Do not know

24. Improving pupils' attendance.

25. Improving pupils' attitudes toward school.

26. Improving parents' attitudes toward school.

27. Reducing the number of dropouts.

28. Improving parent-school relationships.

29. On the average, how much of your work week has been spent collecting and reporting information pertaining to pupils who have been withdrawn for non-attendance?

   a) More than 20 hours per week

   b) 15 - 20 hours per week

   c) 10 - 15 hours per week

   d) 5 - 10 hours per week

   e) Less than 5 hours per week

If you indicated in item 29 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas listed in items 30 - 34.

   a) Much value

   b) Moderate value

   c) Little value

   d) No value

   e) Do not know

30. Enabling or helping pupils to reenter school.

31. Improving pupils' attitude toward school.

32. Improving parents' attitude toward school.

33. Reducing the number of dropouts.

34. Improving parent-school relationships.

A 6

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICE DIVISION

April 1, 1969

Dear Parent:

During the last two school years, the Wichita Public School system has employed attendance aides in an effort to improve school attendance in the elementary, junior high, and senior high schools. Records of pupils who show irregular attendance patterns are referred to the attendance aides for follow-up. This may include home visitations, telephone contacts with parents, and personal contacts with other school or community agencies.

The Research Division is attempting to rate the attendance aide program. One part of the rating is to sample the opinions of parents or guardians.

Your answers to the following questions would be greatly appreciated. Individual answers will be kept in strict confidence.

A stamped, self addressed envelope is enclosed for your convenience. Please take a few moments of your time to answer the questions. **Do not sign your name to the questionnaire.**

Thank you.

Directions: Check (✓) the blanks which seem to be the best answers. Space is provided after some questions for you to make comments if you wish.

1. How many times this school year (August to present) have you been contacted by an attendance aide? (A person other than those listed in question #2.)

by telephone: none _____ once _____ twice _____
three times _____ four or more times _____

by home call: none _____ once _____ twice _____
three times _____ four or more times _____

2. Before you were contacted by the attendance aide, were you contacted by some other school official about your child's attendance problem?

teacher	yes _____	no _____	not sure _____
counselor	yes _____	no _____	not sure _____
nurse	yes _____	no _____	not sure _____
principal or asst. principal	yes _____	no _____	not sure _____

3. Before you were contacted by the attendance aide, were you aware of the Kansas law which requires children under 16 years of age to be in school?

yes _____ no _____ not sure _____

4. Did the attendance aide tell you about the Kansas attendance law?

yes _____ no _____ not sure _____

5. Did you feel the attendance problem as stated by the attendance aide was accurate?

yes _____ no _____ not sure _____

Comments:

6. Were you aware that your child had a school attendance problem before you were contacted by the attendance aide?

yes _____ no _____ not sure _____

Comments:

7. Were suggestions or solutions recommended by the attendance aide:

very helpful _____ of some help _____ of no help _____

Comments:

8. Did you feel that the attendance aide had enough knowledge about the attendance problems of your child?

yes _____ no _____ not sure _____

Comments:

9. Did you feel the attendance aide was interested in your child's attendance problems?

yes _____ no _____ not sure _____

Comments:

10. Would you feel free to contact the attendance aide yourself if your child began to miss school again?

yes _____ no _____ not sure _____

Comments:

11. Did working with the attendance aide enable your child to begin attending school everyday except when he was ill?

yes _____ no _____ not sure _____

If your answer to the above question was "no", what prevented your child from attending school regularly?

12. My child attends:

elementary _____ junior high _____ senior high _____

not in school _____

Please feel free to make any other comments if you wish.

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A 11

ANSWER SHEET
FOR
TITLE I QUESTIONNAIRE

ead each question and its responses. When you have decided which response you want to make, blacken the corresponding space on this sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark carefully and completely.

When marking be sure that question and answer numbers correspond, particularly if your instructions call for you to omit some items.

Suggestions or comments:

MAKE NO MARKS TO THE RIGHT OF THIS LINE OTHER THAN YOUR RESPONSES

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Structure of tape interview with Title I Corrective Reading teachers:

INTRODUCTION

You have the Title "Corrective Reading Teacher."

Q 1. When did you first become interested in Corrective Reading?

Q 2. What is your college background in regard to reading?

Q 3. How long have you been in Title I Corrective Reading?

Q 4. Did you request this assignment?

Q 5. Do you plan to continue in this assignment next year?

Q 6. Would you tell me how your corrective reading classes are organized?

How does a student get into your class?

How large are your classes?

How often do they meet?

What materials and equipment do you use?

Are there techniques that you have found particularly helpful?

Q 7. What do you consider the most beneficial aspect of your program as it relates to the boys and girls you teach?

Q 8. Are there any problems that you have encountered this year in the handling of your program?

Q 9. In regard to testing procedures--what do you feel is the most accurate method to determine a pupil's Instructional reading level?

Q 10. Do you find any problems with the ITBS/PREP when given to corrective reading pupils?

Q 11. How do you feel your program is accepted by other teachers or staff members?

Q 12. What are some pupil reactions to your program? Are there examples of attitudinal changes?

Q 13. Do you have any indications about how parents feel about the program?

Q 14. We've talked about a number of things--is there anything else that I have not asked that might bear on the evaluation of reading?

Q 1. You have the Title "Corrective Reading Teacher." When did you first become interested in Corrective Reading?

A 1-E. It was when the program first began in Wichita through Title I, December , 1965.

A 2-E. I was in my first year of teaching when I discovered that many of the children needed some corrective work. That was about four years ago.

A 3-E. In 1940, when I was beginning my work on my Masters. I took remedial reading with clinical practice and took regular reading under Dr. ____ and Mrs. ____. I did a thesis in reading.

A 4-E. I have been interested in corrective reading several years. I had a class that needed corrective reading, a regular fourth grade class. I wasn't teaching corrective reading, but all the subjects entailed using corrective reading. It was about seven or eight years ago.

A 5-E. I had always been interested in teaching reading. I've been working with children in a disadvantaged area much of the time teaching in the language arts area. When they started the corrective reading program, I decided I would apply for the position.

A 6-E. I became interested when I was teaching first grade here. I enjoyed teaching reading more than any other part of teaching. I had always thought it would be fun to specialize in one area. I was very curious to find out why some of my children weren't doing as well as they should. Title I gave me the opportunity to do that. I jumped at the chance.

A 7-E. I have always enjoyed reading. My mother used to read a lot to me and since I have begun to teach school, it has only been fun and seems worthwhile to develop a love for reading. We have so many children that do not like to read. If we can get them interested in reading, there are so many avenues open to them. We know if they can't read, they can't do much else. I enjoy teaching reading.

A 8-E. I first became interested in 1965.

A 9-JH. I became interested at a reading conference I attended a year ago in March.

A 10-JH. The first year I went to college. I took a course in reading for intermediate grade teachers. This was something I was interested in. If you can't read, there is not too much you can do in school.

A 11-JH. When I came to Wichita and applied for an elementary position, I was asked if I would be interested in teaching reading at the junior high level of the Title I program. I was rather surprised at the time and I said, "I would like to think about it." When I went back to school and talked to my advisors about it, I decided I would accept it.

Q 2. What is your college background in regard to reading?

A 1-E. I had no background on my Bachelors or Masters, but since then I have. I have sixteen hours in the fields that are necessary for certification.

A 2-E. I have six hours that would be classified as reading. I have two hours in children's literature in undergraduate work. I have nine hours of graduate work.

A 3-E. My undergraduate work was over a period of time when I first began teaching fifth grade. I became intrigued with reading and transferred to first grade teaching and felt the need of specific courses in the field which I took as an undergraduate. Since my Masters degree has been completed, I have completed the necessary twelve hours for a reading certificate. I find much has happened in the field of reading since those early days. In an interim between the time I got my Masters until 1951, I taught college graduate courses. I was also a kindergarten supervisor, so I have had quite a variety and scope of interest.

A 4-E. I hope to receive a Master's degree in June. I have a special certificate for corrective reading with twelve hours of graduate reading.

A 5-E. I've had ten graduate hours in reading. I have a Masters in elementary education.

A 6-E. I have had approximately twenty hours in methods of teaching reading, diagnosis of reading problems, and language development. All of them have added a little bit of knowledge.

A 7-E. I have my Masters in elementary education. I have several courses in the teaching of elementary reading.

A 8-E. I have a Masters in elementary education. I have twenty-six hours in guidance. By the end of this year I'll have sixteen graduate hours in reading.

A 9-JH. A four-hour summer workshop.

A 10-JH. I took a course in reading, then I remember I became interested in English courses. I have a minor in English. I've taken some courses such as Psychology of Reading. Since I've been in Wichita, I've taken some extension courses from Dr. ____, who used to be at the University of ____. I've taken Dr. Silvaroli's workshop, a workshop in Califone-Rheem. I took another workshop with Silvaroli.

A 11-JH. I have a degree of elementary education which is three hours undergraduate work, but I am taking my twelfth hour of graduate work in reading now. I'll be certified by next fall.

Q 3. How long have you been in Title I Corrective Reading?

A 1-E. This is my third year.

A 2-E. Three years.

A 3-E. Since October a year ago. That would be a year plus about seven months.

A 4-E. For three years.

A 5-E. It has been three and a half years, when we first started the program in most of the schools.

A 6-E. It's three and half years, including this year.

A 7-E. Three and one-half years, ever since it started in December of 1965.

A 8-E. Just this year.

A 9-JH. Just this year.

A 10-JH. This is the third year.

A 11-JH. This is my third year.

Q 4. Did you request this assignment?

A 1-E. Yes, I asked to be transferred to the program from first grade reading.

A 2-E. I had asked for a transfer. I liked it, so I stayed the second year.

A 3-E. The personnel office called and asked me if I would be interested in taking this assignment when the regularly appointed teacher was forced to resign because of ill health.

A 4-E. My very good friend started teaching a half year before I did and when we found there was going to be a need for another corrective reading teacher, I requested it.

A 5-E. Yes.

A 6-E. Yes, I did.

A 7-E. When my principal first talked to me about this, I thought it would be a fine opportunity to help little children because I knew that we had so many children in our school who didn't read. Many of them did not like to read. Before I had a chance to ask my principal, he asked me.

A 8-E. Dr. ____ called and asked if I would try it.

A 9-JH. Yes.

A 10-JH. Yes.

A 11-JH. It was offered to me and I accepted it.

Q 5. Do you plan to continue in this assignment next year?

A 1-E. Yes.

A 2-E. Yes, if the room arrangement can be changed. At present there are two teachers teaching in one room. This has proved somewhat of a drawback. However, we are doing team teaching at the present. But there are still some things you can't do. Our storage space is very limited.

A 3-E. I do if the assignment continues.

A 4-E. Yes, I do.

A 5-E. Yes.

A 6-E. I hope to.

A 7-E. I hope to.

A 8-E. Yes, if they have corrective reading, I would like to.

A 9-JH. At this point I am uncertain. If I am in the city, I probably will be.

A 10-JH. Yes, I do.

A 11-JH. I am not too sure about next year. We revise the program and think what we can do better. I like my school very much and the cooperation I have with the teachers. I don't know if I will stay in junior high, or if I prefer elementary level. But, I do enjoy teaching reading.

Q 6. Would you tell me how your corrective reading classes are organized?

How does a student get into your class?

How large are your classes?

How often do they meet?

What materials and equipment do you use?

Are there techniques that you have found particularly helpful?

A 1-E. We have the children referred by their classroom teachers. We also screen with the Group Analysis Chart from the Iowa Test of Basic Skills percentile and the California Mental Maturity percentile scores to pick up those children that are not referred by the classroom teacher. However, we depend upon the classroom teacher referrals primarily. My classes consist of about an average of four per class. I am taking one child individually. All of the children, except the child who comes individually, come five days a week with the exception of one third grade group that goes to the library during that time on Friday. They come four days a week. For the materials and equipment I use, I try to stay away from something a child has had failure or extreme difficulty with in the classroom. Many of the materials are some that I make myself, that is, reduce the level of the materials to the level of the child, to the second or first grade and even below first grade. I make my own materials from the vocabulary or material that he can use in reading or have him make his own material, such as language experience charts and stories about themselves, things that they are familiar with. I use the film strip projector. I also use the slide projector and the tape recorder. I believe I probably use the tape recorder more than anything else. In my school, it is a little difficult to leave the children on their own, that is, with one working independently, because they seem to need individual attention and a great deal of it. I try to give individual attention at all times because it seems to be that necessary. The greatest use I make of the tape recorder is to read myself at a time when the children aren't there, make the recording, and then let them follow along in the book as they listen to me read on tape. I let them answer questions on their own and check immediately so that they will see immediate success. That is, more comprehension skills, and also it helps in word recognition. Sometimes they will recognize words and wait a long time to say it. If they hear someone read it, that is, reading it correctly, it helps them more than listening to one of the children on their own level read it.

A 2-E. We organize our classes by instructional grade level. We give tests. We give both a silent reading test and an oral reading test. As soon as the instructional level is obtained, we try to organize our classes along these lines and along the needs of the pupils withing these instructional levels. There may be twenty-five pupils on one instructional level. We couldn't put them all in one class, so we then divide them into needs. These cross grade lines so that we have students in the third grade with students in the second grade. The first way we get a student is by teacher referral. The teacher refers the student and we screen him with the test and also by looking at his cummulative record materials. With the teachers's cooperation we try to arrange a class so that it doesn't interfer with something the children like, such as music. Our classes range in size from one to six. They meet four days a week. The material we use ranges from A to Z. We have tests, filmstrips, graphs, maps, readers, workbooks, charts, linguistic blocks, tracing letters, magazines, newspapers, an almanac, phrase and word cards, games, SRA kit, EDL kit, word wheel, dictionaries, overhead projector, tape recorder, library books, and a flannel board. We also use the chalkboard a good deal.

A 3-E. I take children basically on teacher recommendation. I find that the teacher can quickly size up her room and recognize children who are in need of immediate help. I had the privilege of teaching first grade in this school for five years before I went into reading. So I knew the personnel of the school, that is, the school population rather well. Last year I carefully checked the IQ test against the ITBS to determine if the child was achieving. I have taken children on parent's recommendation where the child has been in a program at another place. Sometimes the parent feels a very great urgency for a child. If the test show he needs it, I take him. I have taken children on the basis of principal's recommendation. Sometimes the principal feels for one reason or another that the child should be in reading. I use the SRA basic lingustic series. I have the best results with that. My class sizes run from groups of six second graders, reading at the same level, to single children taken alone. Most of them are severe corrective.

A 4-E. There are several ways to answer the question, "How does a student get into your class?" First of all, teacher referral. We look also at cummulative records. If the child appears to be underachieving according to his ability, then we feel that this is a likly candidate for the reading program. We then give diagnostic tests, Silvaroli and others. If the child is underachieving one and half to two years, then he is accepted for the reading programs. The classes vary for fifth and sixth graders. With the exception of one class, they meet daily from thirty to forty minutes. One class is composed of fourth, fifth, and sixth grade children from a parochial school. They meet four days a week. Material and equipment--whatever seems to fit the situation. We make lots of use of the tape recorder, of audio-visual materials, of high interest vocabulary books, and sometimes just conversation to help with some concepts that mabe they have misunderstood. Techniques that have been particularly helpful--one of the biggest problems, I think, would be vocabulary. We sometimes use play acting to explain the difference between words. I think this would be one of the best techniques used.

A 5-E. Students usually get in through teacher referral. Occasionally we have taken class records and looked them over. If we saw low scores, we might ask the teacher if this child really did have a reading problem, and if they had low grades or low ITBS scores. But usually it is the teacher referral. Occasionally a student begs to come in and then we try to make special compensation to take that child if he really is eager to be in the program. My class load is 42. No individual class is larger than seven and my smallest class has three. The classes meet every day except for two. Those two classes meet four times a week. The material and equipment that we use--we use enrichment readers, vocabulary books, games which our teachers make, and also commerical games. We use the weekly newspaper. We use materials written by the children themselves, stories and poems. We use tapes and we use filmstrips. We use program material such as SRA and Webster Reading Clinic. We find a variety of material works best. We especially like the filmstrips with words. We would like to get more of those.

A 6-E. In the beginning of the year we make a scattergram, as suggested by the reading office, using the ITBS scores from the previous year and the IQ score, plotting them on a graph, and looking for the deviations from the normal. We only make a tentative list from this and check with the teachers to find out if these children are the ones that they also feel need help in reading. We add names of children who have come into the school and have no test scores, also children that we may have just overlooked in the scattergram. They may not show up there, but are retarded readers in the classroom. We test all of these children unless they have been in reading previously. We give them the Silvaroli test. We also give them a visual discrimnation test, the Betts and Whitman Auditory Perception test. We also have a test we use which was developed by Dr. Kottmeyer that we got from the Webster Clinic Kit, that we use for a phonics diagnosis. Those are all the tests that we use. Then we try to pick out the children that we can help the most. Our classes run anywhere from two to eight. Most of them are six to seven. Mine meet three, four, and five days a week. I have one class that has to come everyday because they are so forgetful. They need to be reinforced more often. The materials and equipment I use--the overhead projector, the tape recorder, the record player. Materials--I use a lot of supplementary readers and library books. I have four different SRA Kits that I use. The Pilot Lab and the Satellite Kit for the primary grades. We have some EDL materials that I like very much. I use some games. I don't use a game unless I feel that I am teaching something that I want to reinforce. Techniques--I don't have any set technique. Any way I can combine listening, seeing, saying, and writing in combination is my technique to get them to reinforce in as many ways as I can. I like multi-level materials like SRA and the Webster because it gives me a chance to work individually with each child on his own problems. I use a lot of Dolch work exercises and games because I think this is a very basic thing that they have to have. One technique that I do use with all my classes is, "prove your answers." The children have to prove they're right and they learn to go back and evaluate anything that they have read and be able to prove that what they have written down or said is correct. They like that because they get to discuss. We use a lot of discussion in the classroom. It is surprising how often that type of thing is more effective than a lesson itself. The children come up with some very good ideas on their own, of what a problem is, and how they can do something about it.

A 7-E. Our children are selected mainly by the classroom teacher. If the child does not perform well in class, the teacher and I consult his test records. Sometimes we ask the principal, and we always ask the counselor. Many of our children do not have an individual IQ test, that is where the counselor comes in. We organize our classes by some overlapping of grades. Most of them are from one room for each class. By that, I mean sometimes we have to take into consideration the teacher and her classes and her organization. Then too, we are fortunate in our school, that we have a special music teacher, a special physical education teacher, and we have instrumental classes in music. It means that the classroom teacher is phasing her children in and out for those classes. I have tried to work around that. We have the children from one room come at one time and in a few cases I do have children from two different classes at the same time. I can have no more than eight in a class. We meet for 40 minutes each day, five days a week. For awhile we tried having the classes four days a week with one day for conferences. The classroom teacher, principal, and I all decided to hold the classes five days a week, and then I take the last hour of the day for my planning, conferences, and visitation. The materials I use--we have about 600 Title I library books. I have approximately 20 sets of Enrichment Readers which we use. Our school is very fortunate in that we have the overhead projector, the opaque projector, tape recorder, and I have my own Carousel projector. We have many dictionaries. We also have about ten or twelve sets of workbooks. I didn't mention the Califone record player. I have found that very useful. I just have a new one this year and with it I am taping large sections of the Little Golden records. I find that the records are very well recorded.

I have bought books so we can have a book for each child in the class. The children enjoy these, and we can take words from our workstudy just as though they were in a regular reading class.

A 8-E. The teacher refers the student for the reading class and I have classes from one student up to nine students. My fourth grade classes all meet four days a week. My sixth grade class meets four days a week. My fifth grade classes each meet two days a week. The material and equipment--we have used just about anything we could find to use. We've used SRA and we've used Linguistic Patterns by Bloomfield. We've used tapes and let the children hear and read along with them. We've worked a lot on how to syllabicate words and vocabulary.

A 9-JH. The students who get in the reading classes are screened by Mrs. ____ and myself. We use the ITBS reading scores or the PREP scores. We compare these with any intelligence scores, for example, fifth grade CTMM scores. If there is a first grade score, we use this as an indication of previous ability. If available, we use the Binet or the WISC. The class sizes vary from one to ten. Some of the students, the more severe cases, meet three times a week and some five times a week. Generally, three to five for the severe cases, and the others twice a week. The materials and equipment that we use generally are the SRA, Reading for Understanding, Readers Digest, Turner-Livingston Series, Hoffman Reader, and the Controlled Reader. I think all of these have effectiveness depending upon the students. The technique that is particularly helpful, I think, is the fact that the classes are small and the student can get individual attention.

A 10-JH. We've scheduled students into our classes mostly through our guidance counselors. Usually they are supposed to be at least two years retarded in reading. The largest class is eight. I have two classes of eight, two of seven, and two of six. We meet one hour a day for five days a week. I believe this is the way to have it. I don't think one-half hour a couple times a week does very much good. As for materials--we have the new Califone-Rheem program, which had about $2000 worth of tapes, and we have a reading lab plus four tape recorders. We have two classes going. What this really amounts to is a good phonics program on tape. A good thing about it is, every child can work right at his own individual level after we test him. A test is provided which is good, a phonics test. We can start about where they need to start. We call it Reading English. They get a grade just as if they were in a regular English class.

A 11-JH. This year our classes did not start until the third week of school. The first three weeks of school our students were screened. We went through all the records of seventh and eighth graders and found out what their test scores were through ITBS and also what their possible capabilities were on the CTMM and other tests that they had been given. We selected certain student to be tested. We called these students in and gave them an individual reading test, the Gray Oral reading test. If they were below their grade level, we asked them if they would like to come into the reading program. These students were taken from the Title I areas because this is a Title I school, of course. If the students were not interested in coming into reading, we tried to get them interested. But if the student didn't want reading, we didn't make him come in. We had some students who were mild correctives who came in twice a week for thirty minutes on Tuesday and Thursdays. We had others who were correctives who came in three times a week, and we had severe correctives who came in everyday. Our class sizes were from two, the smallest class, up to seven for a half hour. The second semester, however, we phased out some of the students and brought in others. The methods that I use, that I've found most effective with my corrective and severe corrective students, I discovered through Dr. ____'s classes out at the University. This is Bloomfield's *Linguistic Approach to Reading*. I've also used SRA, and with these I use the tape recorder, taping the lessons with the Bloomfield and then having the students listen to it and reading to themselves in a practice session, then they can read to me. With the mild corrective students, many need comprehension and study skills, I use EDL. We go through all the different space skills and some of the writing, the structure of writing, paragraph development, sentence meaning, and so forth. I also have used the workbooks. We use phonics with my very severe students, along with the Bloomfield Linguistic. Sometimes I take them into the phonics first so they will have their sounds relationship before I take them into Bloomfield. I also have a book called *Keys To You Reading Improvement* by Ward Cramer. I've found this very helpful. This is one I discovered myself. It has both study skills and a phonics program I can use in all classes. I also have *Teenage Tales*, *Coins To Kings*, and *Back Street Readers*, but I've found that by the time students get to junior high school that this is old hat to them. They've had it so many times before that I felt I wasted my money in getting them. Techniques that I've found to be helpful were using the Bloomfield on the tape recorder and then working individually with the student.

Q 7. What do you consider the most beneficial aspect of your program as it relates to the boys and girls you teach?

A 1-E. I think the fact that they are given material on a level on which they can speak. Material that is not too difficult for them to do, to know what they are doing, and to know that they are not going to fail. It seems that their attitude of having failed so many times is a great detriment to their taking hold and doing something that they really are capable of doing. If they know they can succeed, and even though the material is easy, that's the place they have to start.

A 2-E. I think the creation of the self-image, of a good self-image, is the most benefical aspect of this program. The child will learn in the classroom better if he gets a feeling of success. As soon as he begins to feel that he is successful in reading, then he begins to learn better in the classroom. I did forget to say that I believe we have found this year that we have had the best success with the linguistic approach. We have also found that involving the children in an activity such as a book exchange, which we are now in the midst of, where they trade old books they own for another child's old book. Parental conferences and home visitations have proven very helpful.

A 3-E. I suspect the nicest thing that has happened in the reading program is that the youngster can come to a quiet, pleasant place and receive the full attention of a person who cares about him and is interested in him. I feel it is far more important to teach the child than it is the subject. I try to get him to relax enough to build some self-respect for himself and see himself as a success in some way. What I try to help him do for himself in the way of seeing himself as a potential success rather than a failure, is more improtant to me than the reading skills that he may gain.

A 4-E. It very definitely is the personal contact with the children. Not having to deal with them in numbers of 25 and 30, you can reach them. They can communicate with you much better and they feel closer. I think the small classes and the inter-personal relationships are very beneficial.

A 5-E. I would consider having small groups and seeing children in more of a one-to-one relationship. The child gets to know you, you get to know the child. With our children, language is a very great problem. You can clarify misconceptions that they have. Your're able to hear them when they make mistakes and to correct their mistakes. You can't do this in a large group.

A 6-E. I think probably the most beneficial aspect comes not from how much they improve in their reading, although this helps, but a better self-image of themselves. They find out that they are not totally worthless, that they do know something, that they do have some value as an individual, that their opinions are worth something, and that they can solve a problem. I think that it just raises them up in their own thinking to the point where they can function better when they are given an educational task to perform. Of course, we do help with reading, but basically you can't do that unless the attitude is good. I think attitude improvement is our biggest job.

A 7-E. I think that the most important phase of it is that we have made many children aware of the things that they can do after they learn to read. They find out how much fun reading is, how much information they can gain by learning to read, what avenues are open to them, and how it will help them in other school subjects. I think that is the greatest value to it. Of course, when these children learn how to look up their words, to use these words in the correct context, and enjoy the stories, that is one of the big parts too.

A 8-E. I hope they have a change of attitude and a better self-concept. Lots of these children know how to read--they've broken the code, so to say, but they don't apply it. A few of them don't know basic reading. I would say most of them do, but they simply don't use it. I tell them they aren't allowed to fail in here. It works better with the fifth grade. I believe I have convinced the fifth grade more. The fourth graders are still very eager. The sixth grade children--I don't know how to say they have done.

A 9-JH. Again, I have to repeat the idea of individual attention--individualized help. I think this is the most beneficial part of the program.

A 10-JH. I believe the fact that they can work individually, that we can really get down on their level, especially when they become eighth and ninth graders. If they are in with other kids and you have to go down to the first grade level, as you do with a lot of them, it embarrasses them. Each has his own set of head phones, and if he doesn't want to, nobody really needs to know what level he is working on. Then I have each one of them come over and read to me, especially at the beginning of the program, everyday. The kids hardly ever pay any attention to anybody, they are all in the same boat and nobody laughs at the other. Just the fact of getting some of the things they may have missed out on before, or maybe a little slow to understand, that's the best thing about this.

A 11-JH. I think that the way our program is set up so the students can take reading in addition to their other subjects. They don't have to give up some of their subjects in order to take reading. We usually try to take them for a half hour out of a class where they aren't doing well at all. We do bring them in with the understanding that they are to do the best they can with the regular class. If they are making a D, they aren't to drop down to an F, or if it's a C, not to drop down. They should be sure that they have their assignment. If they need any help, they can come into class and say, "I'm having trouble with such and such assignment." Then, instead of working on reading, I give them enough time for their study period. If I can help them in anyway, I do. We also stress reading in the content area along with our study skills.

Q 8. Are there any problems that you have encountered this year in the handling of your program?

A 1-E. I don't think there is any problem that I have that we haven't been able to work out. We have had to work around some problems such as scheduling. Some of the children we are taking in the program probably will not benefit from reading as much as the individual attention and improvement of their attitude. I know we probably have some children in the program whose IQ's are too low to expect them to do much better than what they are doing; but as long as they can continue and have a little bit better self attitude, we consider that something to work forward to.

A 2-E. Our spacing problem has been the big one. This is the third teacher on the other side of the room this year. The first teacher was so unhappy with the situation that she went back into the regular classroom. The second teacher suffered a stroke at the middle of the semester, and we have had a substitute since then. However, we have been very fortunate in that the substitute is very qualified in reading and is doing a very good job. I feel that certain teachers have not become aware of the help they can receive from the reading teacher, and they feel that maybe this is a little threat to them. Having a reading teacher there may look as though that they are not doing their job.

A 3-E. I have to work around some extra-curricular events, piano van, Bible school, P.E., and the library. But this is all enrichment for the child. I would't want him to miss these anyway. I haven't encountered any real problems.

A 4-E. No.

A 5-E. No, I don't feel that there are any problems, but there might be some areas that there could be some improvement. I couldn't say really we have encountered any problems. I think that most of the corrective reading teachers have not had as much training as they would like to have had. They might feel like exerting themselves a little bit more, maybe counseling with teachers a little bit more, if they had the hours of background.

A 6-E. We have had very few problems in this school, except where it pertains to scheduling. We have to schedule around so many different types of activities. We have a hot lunch program, we have a gym teacher, and a music teacher. We have fifth and sixth graders that pass to different classes. They have different teachers that teach different subjects. All of these things are very rough to work around, especially when you're trying to get a group of children from different places that are working on the same level. Scheduling is really the biggest problem that we have.

A 7-E. Yes, I think we find problems each year of a different nature. This year I have not had as many problems as I have had in the past. Perhaps experience has helped a little bit. These children know what I expect. I think we are finding that our children seem to be lower in their ability to read as we have so many things to compete with, such as TV and other things. Each year we find we have problems that we have not had before. Of course, the older a child is, the more the number of years he has failed or has been defeated. It makes it very hard for that little fellow to make up this work. Some children are emotionally disturbed. I think with the emotionally disturbed, we have several who are, that it just takes a lot of work, but they are coming along well.

A 8-E. There are so many children here that could use extra help. The ones that I have had referred were children, I think, that have progressed. They were so far behind, not just two years, many of them five, or even six years behind. I think, next year, if we could cut it at 85 IQ, and work with those that really can profit from it, that we would see more gain.

A 9-JH. To the extent that it is very difficult sometimes for the other teachers to relinquish their students to us, I think this has been the main conflict--other teachers and their attitudes toward us. At the first of the year everything was very cooperative. As the other teachers saw that this was going to cause a slight amount of problem in their classes, they were a little more reluctant to give us their students. I forgot to mention that our students usually come to us from their English classes. Some of them do come from science or social studies classes for a half hour at a time, and then they go back to their regular classes, so they don't miss the whole class. They are told at the very beginning that they are responsible for all the materials that they have. They are also told that we will be willing to help them with any difficulty that they have in this particular class. There is a problem with slow students making up work, and there is a problem of teachers reminding students of their assignments. There is also a problem with the kids going to get their assignments.

A 10-JH. No, if there is any problem it's to be seen with these tapes. It is what you hear right now, all these airplanes going by making a lot of noise. It makes it hard for the kids to hear the tapes. Of course that is extrinsic. As far as any intrinsic troubles, I can't think of any.

A 11-JH. Not particularly. I feel like I have had a very good year, this year. I still don't feel as though I'm reaching quite as many students as perhaps I could, or I'm not reaching as many students as needed. I feel if we had a seventh hour where they could take reading for a full hour that it would be beneficial. I mean for a full hour everyday. I don't feel that they should take reading in place of English. The first year I was in reading, they did. I had seventh graders that went into English class in eighth grade. It was a tremendous loss to them. Their teachers were quite frustrated. This would be the only thing I would desire by way of change, but I have no recommendation as to what to do about it.

Q 9. In regard to testing procedures--what do you feel is the most accurate method to determine a pupil's instructional reading level?

A 1-E. I think an informal reading test, given to him on an individual basis, preceded by a vocabulary test, is probably the most accurate. We use the Botel Vocabulary, we also use the Silvaroli Vocabulary, and the informal test. Also, we have some we've made up ourselves that we can use and find the instructional level.

A 2-E. Last year we used the Silvaroli test entirely. We also used it the year before, so the children have practically memorized it. This year I felt the most accurate way was letting the child take the reader, the Betts Basic reader in which he is involved with in the classroom, and read on the level where he is confident. That way we can find his instructional level. I also think there needs to be a silent reading test to accompany this to see what he can do in that area.

A 3-E. I have had more success with the Silvaroli test. Sometimes I just take the vocabulary part of it rather than have the child read to me in a hurry. I have used, in the past weeks, this list which was put out by the reading office. I have passed this along to the classroom teachers who have used it with some success. I don't feel a long test necessarily proves anything. Sometimes the quicker measurement is about as accurate.

A 4-E. I have been very pleased, and found that it is very accurate to use the Oral Reading (Silvaroli), using those graded word lists, and also the paragraphs to find the instructional, independent, and frustration level. If I feel that a child has had this test before, I have used a section from basic texts that are no longer in use. When I mentioned the basic text, I had made a book myself. It is a loose leaf notebook, but I have it coded so the children can't tell what level book they are reading. I have it all the way from pre-primer to sixth grade in stories that are not familiar to them.

A 5-E. We've used the Silvaroli Oral Reading Inventory, and I feel it is a very good instrument. However, we have even taken basal textbooks and had the child read, if there is any question at all. Then too, a child does not read silently on the same level as he does orally. We use basal textbooks sometimes to determine if the child can read and understand silently. We really use the Silvaroli mainly, and if it looks as though we need to hear the child read some more, we have other material that we use to listen to the child.

A 6-E. I think it takes a combination of different types of testing. The graded word list is a big help. I think you need a set of graded paragraphs or graded reading levels. I think you must consider the word attack skills in some way. That very often gives way at their instructional level. For instance, if they are pretty good in the first five words, then they're reasonably sure of short and long vowels. They may drop out when they get to the special vowels or the vowel diagraphs. This gives you a clue to the reading level of the child.

A 7-E. I believe that it is a combination of teacher judgments, the way the child performs in the class, and by using various tests. The Silvaroli test is one of these. It is the best test that I have found to determine the exact instructional level.

A 8-E. I've used the Silvaroli and I think it is very good. I've had them read the SRA Rate Builder to me; and if they didn't miss any words and they got a 100% on comprehension, I called that their independent level. I think as an overall test the Silvaroli or the informal reading test is about one of the best.

A 9-JH. We have used a combination of the Gate's McGinitie and Gray Oral and found that these two give a pretty good index of the instructional level.

A 10-JH. I usually use about three tests. I use the Gray Oral, the Jastak, which is just the reading part of the Wide Range Achievement Test, and the Silvaroli. Of course, the Silvaroli is not too good if you're working in high school, but it is still good with these kids because hardly any of these kids read up to the sixth grade level yet. It is fairly accurate. You can take Silvaroli, Gray, and Jastak, average them, and you'll come very close to right where they are reading.

A 11-JH. I think the individual test is. But I have not been satisfied with the individual tests we have been giving. The reason is that you bring a child in and you give him the Silvaroli, or the Gray Oral Reading, or the Gilmore, or some other test in 20 or 30 minutes. I don't think that these tests have an accurate comprehension score. I don't feel in 20 or 30 minutes you can get an accurate individual reading level. You might check word recognition, but you may not get comprehension. You may have some indication on vocabulary, but there are also things such as syllabication that you need to look into. Does the child have trouble with endings? In addition to syllabication of endings, the child may need work in dictionary skills. He may also need work in how to use the book, in finding contents, interpreting maps and charts, how to go about finding information he needs and understanding it. Concerning the standardized tests, I think we need them, but I don't think we can rely entirely on standardized tests for the simple reason that the child may often guess.

Q 10. Do you find any problems with the ITBS/PREP when given to the corrective reading pupil?

A 1-E. I feel that quite often the child doesn't understand the process of taking the test. And perhaps when he is given the pretest, which we use in the fall, if his reading level is particularly low, sometimes he just answers. He learns to answer randomly, not particularly reading the story--the material. Then in the spring after he has had some training in reading, he tries to be more careful and he goes more slowly. Maybe he doesn't finish as many and doesn't get as many right by working at them as he did by guessing and is thereby penalized. The test shows he hasn't learned much. Maybe he isn't on as high level as he was in the fall. I think probably this would be true of any test a child tries to guess on, then later learns more about it, and working more slowly, penalizes himself.

A 2-E. Very definitely. In the first place, they cannot read the test. This is a big problem. In the second place, a lot of them have visual discrimination problems, and they can't follow the little rows of dots that they are suppose to follow. They fill in the wrong row, and they can't keep their place on the test. They can't keep their place on the marking sheet. This is a very frustrating experience for them.

A 3-E. Yes, I think so. First, a fifth grade test is given to a fifth grade youngster. We know already that he is not a fifth grade reading ability child. He possibly might be able to work the third grade test, but more than likely, second grade level. I have found that with the children that I tested, phased out, and then called back in, there was a loss more often than a gain, where they had left the program at the end of the semester and at the end of the year I tested them, I don't know why this occurs. I feel that the ITBS is geared to basic reading rather than the linguistic approach which I have used so strongly.

A 4-E. Yes, I do. I find that the ITBS, if it's a fourth grade child, you have to administer the fourth grade test. If the fourth grade youngster is in corrective reading, this automatically tells us that he is one and one-half to two years below grade level. He finds the test very difficult. I think the score you get is not a valid score. It is more a result of guess.

A 5-E. I don't feel that the ITBS is an instrument to use at all in working with corrective reading pupils. If you're giving the third grade group tests, many of those children are reading on a primer, pre-primer level, or they can't read at all. Not only that, the ITBS takes too long. The children that don't really like to read have to sit there the full 50 minutes. I don't feel that it is the instrument to use with corrective reading students.

A 6-E. Yes, they don't like it. Especially when they have to take it twice a year. They say, "Are we going to have to do this again?" I think the reason they don't like it is because it is long and they are working at a frustration level. Very often I find that the child can guess better at the beginning of the year, when he didn't know how to read, then later in the year, after he has some reading skills, he takes his time, he tries harder and scores worse. I know that the ITBS is good to evaluate a whole school or a school system reading level, but I don't think it has too much value in remedial teaching.

A 7-E. Definitely yes! I think it is just too hard for this type of child. It is an excellent test, but it has a lot of aspects to it that seem to be over the children's heads. It takes a child with a good IQ and clear thinking mind to take that test and do well on it.

A 8-E. I think we need a standardized test for these children, too. I think that next year they will score higher on the ITBS. I feel confident that they will. So many of these children don't know how to take a test. This is one of their biggest problems. I am in favor of giving them the ITBS test.

A 9-JH. No, not too much.

A 10-JH. We do give PREP, but I don't know enough about it to know if it is a good test or not. I looked at their PREP scores and actually ITBS may be a better test to give here, maybe in another form. I think the PREP is probably a good test too. Nearly all of my reading students are scoring way down, right where they are expected to, which is anywhere from 0 to 10th percentile, on their reading and English.

A 11-JH. I haven't noticed any particular problems with it except that any child who doesn't understand it or can't read it is going to guess at the answers. He knows that he is not going to be penalized, of course.

Q 11. How do you feel your program is accepted by other teachers or staff members?

A 1-E. I think they accept it quite well. I think we haven't had any problems with them not accepting it. Sometimes I feel though, that they don't understand the purpose of the reading program and feel that any child that has any problem in the classroom needs to go to special reading. I can understand that though, because when a child is having a problem, so many times it is in reading. Because reading is so basic, lack of information and communication, not particularly due to anyone's fault, but just because there're so many things to know about and keep informed about, I think is probably our greatest problem.

A 2-E. Well, this year I feel it's been very well accepted. We have initiated something new. We have put all, except the readers we are using, out in the hall shelves. There is a check out system, and the teachers may not only check out readers from here, but they may check out any instructional materials we have in the room that we're not currently using. They have done a great deal of checking out of materials. We have SRA Kits out on loan, and we have EDL Kits, and all sorts of things. They come in and investigate to see what we have and see what they can use. They have asked for help with certain problems which they didn't last year. I think this is a gain.

A 3-E. I have had reason to be very pleased. Here in this school, the teachers, I was one of their teaching companions for five years, choose me to talk to them for the entire morning of Business Education Day. They insisted on this in place of other programs which they were told they could have. As one said, he felt that I had something to offer them that they needed to hear. This is a sincere compliment. As for those who worked with me as an individual next door, to feel that I had something to tell them, was wonderful. I am working closly with eight or nine teachers in specific reading improvement programs, using material not commonly available to them. In one school situation where the principal was to make a reading talk before a reading organization, he asked me to read his paper that he intended to bring before them and offer criticisms and suggestions. I feel that this indicated his confidence in me as a person. I appreciated this. All of the administration that I have dealt with have been most helpful--treated me with respect and kindness.

A 4-E. I think it is very well accepted. I feel that the other teachers realize that there is a definite need for corrective reading. We know there are more children than can get into the program. I think they would like to feel the children would be able to be in it. I think those who have been in it have improved.

A 5-E. I feel that it is accepted very well. Many of the teachers have said that the children we are working with are the best behaved in the room. We have been able to pick the child with average intelligence, so we don't have a great many behavior problems. At least we don't meet them anyway, with a small group. At our particular school the report has been very good with the other teachers.

A 6-E. I feel that it has been accepted very well. We have never had any indication, at least come to my attention or through the principal, in anyway that there has been any problem with the teachers. Most of them are very cooperative, and we try to be kind to them when it comes to the scheduling, which they appreciate. They are very cooperative in getting children here on time. They work very well with us. Many of them want to talk about their students that we have, and many times they want to talk about children that we don't have, that they have questions about. Many of the newer teachers and some of the others want information on different teaching methods for age groups that they can use. I think we have very good rapport with our teachers.

A 7-E. I feel we have an exceptionally fine group of teachers here. If they have any objections, they have never once said them to me. We are all very open with each other. If they have something they want me to do, they never hesitate to tell me. We have always talked little things out. They all seem very, very fine.

A 8-E. I feel like some of them accept it very well, and I feel like some of them don't accept it. Now that is ambiguous answer, but they all treat me very nicely. I haven't had anyone be real awful to me. But I can see their point of view. They don't realize that the children, when you have six or seven in here, that these children probably are equivalent to a room of 35 regular students. However, I don't have any discipline problems, so I can't really complain. I really enjoy this. I have asked a few of the teachers to come down when they could, the fourth grade that is, because fifth and sixth do not have a free period unless they have a student teacher. It just happens fifth and sixth grade teachers here don't have student teachers.

A 9-JH. The administration has been very cooperative and very helpful in giving suggestions as to how to organize the program and so forth. At the first of the year it was the teachers who didn't know exactly what to expect. Now that they know, they find it a little bit of a strain on them, too.

A 10-JH. For the most part, I would say very well. Some teachers would even come up and tell me they could see some differences in some of the students. Sometimes they think we should have a few more pupils, and you may have to explain why you're working this way. Actually with a remedial student he has just got to have this time. Usually, after you explain it to them, they understand. I would say, in this school anyway, it is accepted very well. The fact is that the teachers cooperate very well. Sometimes a teacher will come down and ask, "Have you got anything that so and so can work with?" Sometimes you can even provide them with a few of those things.

A 11-JH. There are times when they feel like, well, they hate to have a child out of their class. Overall, I would say 95 percent of our staff are quite willing and do cooperate with our program. We don't take students out of lab courses, such as gym, home economics, and band where they no more than get started and then have to stop. We do take them out of English and occasionally out of shop, if they have a two-hour block. This is one reason why I am so satisfied with the school where I am, because of the tremendous cooperation of our staff. We also have the understanding that if a student needs to stay for a test or some reason, if he lets me know ahead of time, he is naturally excused for it. Or if he just comes in at the beginning of the hour and says, "I have to stay in so and so's class, if it's ok," then fine. I think we have a very good relationship with each other.

Q 12. What are some pupil reactions to your program? Are there examples of attitudinal changes?

A 1-E. I think we do have. It seems that any child that has come to the reading program for awhile is eager to remain. We have had, for example, the children who have wanted to come back into the program after they have been returned to the classroom, because some other children need the program more. We also have one or two children that have asked that their names be put on the list. All children seem to want to remain in the program. They feel it's an honor. I don't think there are any of them that feel it's a stigma. I think I have phased out probably a fourth of the children I have taken in. Part of this is due to the fact at the beginning of September we can't start with second graders just right away. We need to wait for their primary reading profile. In September, we will quite often take in some fourth graders or maybe some third graders with the intention of just keeping them until we need the space for the second graders.

A 2-E. Yes, for the most part, the most negative attitude of course comes from those who are older. We find the greatest resistance to being in the reading program in the fourth, fifth, and sixth grades. They feel this is casting a reflection on their ability until they find out that they can have some success in reading. However, our greatest progress and the greatest change in attitude has been made by a fourth grade boy. He has not only changed his whole attitude toward reading, but he has changed his whole attitude toward school. I would consider our work ineffective until the change of attitude occurs. We've had to do a lot of switching from class to class. Sometimes children get in a class where they don't like the other children or feel insecure in some way. If we merely switch them to another class, it helps a great deal.

A 3-E. Yes, I have had some striking gains in a few pupils due, in the beginning, to their attitudes about themselves. When they realized they could read and began to try to read, they showed marked improvement. I feel sometimes discouraged by the frank comments by the youngsters that, "Goody, we are getting out of science," or "This gets us out of--," something else that they don't like.

A 4-E. Yes. The teachers tell us that the children are better behaved. I think a very good indication of their attitude about corrective reading is that we have had children ask to be in the program. This gives them individual attention that they couldn't get in the classroom, and this does produce better behavior.

A 5-E. I think the majority of the children like to come to reading. And the fact that other children are begging would indicate that what they are hearing from the other children is good. I don't know that they are grasping for books any more than they were. I feel that we are showing the children as we work with them that they can think, that they can answer, and this gives them a feeling, "I am not worthless." We do have many children that do want to come into the program, and we can't take them. Maybe they've been given an individual test, and they score much too low to come in. I feel if we could have small groups throughout the whole school, the children would benefit so much, whether it be in reading or in attitude change.

A 6-E. Yes. I can't think of any major attitudinal changes. There are some children that react more favorably to the program than others. Many of them will say they would like to come. To me, this is all I need to keep going. They are enjoying it, and if they are learning something, and they want to come back, then that is the biggest thing there is. I try not to encourage them to like this class better than they do their regular classroom. Some of them do, because naturally, it is easier. It has nothing to do with teacher personality, and I don't want them to work it around and make it seem that way.

A 7-E. Yes, I think that shows up especially in my fifth grade. I had some boys that weren't interested at all when school started. We seemed to have a long period of adjustment and learning to settle down and work. Their IQ's were not too high, and they had problems at home. It all added up to quite a bit. But most of these little fellows are coming along quite well, and they seem to have much more interest in reading. I've noticed that especially since we have started with our SRA, that they are able to sit down and do those on their own. If we would have started them much earlier in the year, I don't think they would have. They have learned how to read and to work independently.

A 9-JH. Nothing specific except that something that has been interesting this last week with me. I sent a little form letter to all of the students that were in the program at the first of the year, giving them the opportunity to come back into reading for the last six weeks of school. Of the students that I sent the letters to, all but seven responded, and over one-half, at least 65 percent of them, have been affirmative responses which are an indication that they have a good attitude toward reading and that they have benefited by it. In fact, some of the students who didn't want to come back, or could not find the time, would write little notes saying, "Thank you very much for helping me." It did help! I do think there is an attitudinal change by pupils in this particular program.

A 10-JH. Yes! You will see as the pupils come in, especially girls I've noticed, ninth grade girls, or maybe even eighth grade girls, when they get this old and can't read, they don't think much of themselves. If you can teach them to read, even on the fourth grade level, you can really see some remarkable changes in their personalities. I've had one or two experiences like that. But I would say for the most part, the kids know they can't read. Out here in this particular section the kids don't deride each other so much for a little lack of knowledge. For the most part, the attitude is very good. There doesn't seem to be much stigma attached to being in here. I believe they come in here with the idea that they have an opportunity to learn to read. I would say, for the most part, it is a good attitude.

A 11-JH. I think it's like everything else, with some students, yes, and some no. Some students come in and they don't like reading. They feel like it's not any good and that I'm not going to like it. Some of them keep this attitude. They find out, well, sometimes we have fun, but for the most part, a student is finding out that, "I'm going to have to work." Now if he changed his attitude and decides, "Well, I can do it if I try," and that, "She is not going to give me anything that she thinks I can't do," then a lot of them find success. But I think it is very frustrating for them to come into a reading class and meet with success and then go back into their other classes and meet with failure. Even though there is a great amount of cooperation, when a child is reading on a first grade level and has to go back to his eighth grade history book, he is not going to be too happy when he has to come into reading and we do not give grades in our class for reading because it is not scheduled. I do write up a report, and I send information home to the parents as needed. The students know pretty much what they are doing.

Q 13. Do you have any idications about how parents feel about the program?

A 1-E. Last fall before we started our reading classes, we made home calls of all of the parents that we could find at home. I think I called on 90 percent of my parents. They were all very pleased. We were well received, and so was the idea well received, that their child was going to be in special reading. Last year I also made a few home calls, not as many as last fall. The first year I was out here, I made home calls and also had parents to come in. I never have met one of the parents that felt that their child was being selected for something special. I think the way the parents feel is carried over to the way the child feels.

A 2-E. Last year it was very interesting to know that when I had my first conference period, most parents came up almost with a chip on their shoulder, saying, "Why is my child in this reading program?", "What's this for?", "Is he dumb?", "Can't he read?" But when it was explained to them that a dumb child is not included in the reading program because they have to have a certain amount of intelligence to profit from this, and it was also explained to them that this was something extra that was being given to help the child, then they wanted all of the children in the family included. "Why can't this one be in?", "Why can't that one be in?" And this year the parental relationship has been very good. I think it's been better because I've been able to make more home calls than I did last year. Any parent who does not respond for a parental conference, does not come up to the school, we visit in the home. We've been able to reach almost 100 percent of our parents this year. Last week, I visited three homes where the children were having some problems. In two of those homes the parent was immediately able to lay a finger on the cause of this problem, and it was a great help to us because we could understand this and help in our dealing with the child. In the other home I don't think the mother had any idea of--I don't think she wanted to admit that the problem was there, and she didn't commit herself.

A 3-E. Yes, I have had some parents who have been most interested. I took one child from here as a university clinic case. I have had several conferences with his mother who has been most appreciative. I have had conferences with parents who were sold on the program at other schools. When their child entered here, they were most anxious that he continue. They have come and talked with me about this. I have made it very clear to the parents that I would be happy to have them come anytime that they would like to observe their child's reading class or to talk with me on my free time or my time that is alotted for such things. I have never talked with any parent who was dissatisified with what we were doing here or attempting to do. I would like to call in the parents, all of the parents, and talk with them about reading. I have talked to the principal about doing this, it will be an open invitation to the parents to come and to talk with them about reading in general and our program. I have permission to do this. I'm not sure that I have the time between now and time school is out. I want to do this next fall if I have the opportunity. Things are opening so fast, so much is happening in reading. The parents hear phonetic and phonics and hear terms batted around, linguistic, ITA, and this color alphabet, and all that

A 4-E. I haven't been able to talk with all of the parents, but with many. I have had talks with some, and they have all been favorable. They hope that their child can continue in the program.

A 5-E. I am sure that there are many parents that feel very good and are happy to have their children in this program. I think that some of the parents are indifferent, the fact that you can't get them to school for a conference. But I would say that the majority of the parents are eager to see their children achieve and want them to achieve. They are happier if they can be in a small group and getting individual attention.

A 6-E. Yes. Many parents will stop at PTA and talk about the progress that their child has made and say, "Don't you think he is so good that he doesn't need to be in there anymore?" I've even had parents to come back after their children have gone to junior high--and maybe they still have younger children in school here--who had nice things to say about the reading program. They were glad that their child could have it. They aren't all just "gung-ho" about it. There are some that resent it a little bit; they think maybe that their child doesn't need it. But usually they are all very cooperative. I've never had any problems with my parents. Usually after you've talked about it, they are willing to go along. I think in general they are very happy with it.

A 7-E. The parents have all been very fine in their relations with me. Anything that I have suggested, they have all tried to carry out. There may be a few exceptions, but for the most part, I feel that they are a very fine, cooperative group of parents.

A 8-E. We had a tea at the first of the year. We had about forty parents come out for it. The parents that came were very much for it. In fact, I have one child in the fourth grade, and the parent thought so much of it that he insisted that his child in the fifth grade take it too. And I think, again, letting the parents know what we are doing. One parent said he had no idea that they even had this extra program, and his children have gone here all through school. When we had this tea, I had four parents that worked at night. They worked all night and then came to the tea at 9:00 o'clock in the morning. This was about 25 percent that came. But then, these people all work and I certainly wouldn't want them to take off work just to come to a tea. Some of the parents whose children are in here have children who are going to college, and they are very interested. At PTA they will stop and ask how their children are doing.

A 9-JH. At the first of the year most of the parents were very--sort of in the dark of what was going on, because there is no communication between me or the other reading teacher and the parents, unless it goes directly through the student, I think sometimes it sort of gets lost as to exactly what is happening. I have had several communications with parents who really just want to know what is the reading program, what is its purpose, etc., and their responses have all been favorable. At the first of the year we had PTA night, and several of the parents would come by and ask for explanations and give favorable comments. I have not had any unfavorable comments from any parent.

A 10-JH. Yes, because we have open house during Education Week. Parents come in, they'll listen to the tape, put on the earphones, and seem very interested. I've found all the parents very cooperative. I don't believe I have ever had, I don't remember any parent at all, really giving us any derogatory remarks at all.

A 11-JH. I have had nothing to report from the parents. I wish that I did have more contact with parents. The parents that have called have been very cooperative. I send information home, sometimes I give advice and sometimes I don't. Occassionally, a mother will call me and say that her child is having a little trouble because she is coming out of such and such a class, and could I change her schedule. If it is possible, I do; and if we need to talk to the teacher and see what the child's problem is; then we try to work something out this way. But this is very rare. Most of the students need reading so badly that it isn't going to make any difference one way or the other.

Q 14. We've talked about a number of things. Is there anything else that I have not asked that might bear on the evaluation of reading?

A 1-E. I think of one thing that is quite important. I think anyone in the program, either in the supervisory area, administrative capacity, or teachers, realize that different areas have different problems. For instance, out here we have quite a language problem in our homes by what you call home background. And I am sure in other areas there would be other things that would cause more of a problem and also lead to the reading difficulties that the child is having. I expect the size of the school, the size of the staff, is a matter of communication and getting information around, probably makes a difference too in the way the staff understands and the feeling they have for the program.

A 2-E. Well, I think maybe with the children in the ghetto where I am teaching the idea of an instant reward works to a very great advantage. We have what we call a grab bag. When a child does something that really shows a great deal of achievement, he is allowed to reach into the grab bag. Now there is nothing of very much value in that grab bag, but it's of value to the child. It may be a piece of candy or maybe a balloon. Last week we were very surprised. We had a fifth grade boy who reached in and came out with a tiny bottle of hand lotion that was given as a sample. I though he wouldn't want it. When the boys pick something that is for a girl, we let them put it back. I though he would want to put it back, but he said, "Oh no, I want to keep this." I said, "Oh, do you want to use the hand lotion?" He said, "No, I want to give it to my girl friend." I think this has helped in one way. One of their first questions is, "Will we use the grab bag today?" And we always say, "If someone does something very well, yes, we will use it." At sometime, we always see to it that there is something they can get done well enough so they can get into the grab bag. Some days it may be for all children in order to include everybody. Unless the child can feel he is achieving success in reading, he is not going to want to be in the program. The minute he feels he is achieving success, then he doesn't want to be taken out of the program. A very small percentage are phased out. Except at the end of the year, I doubt if more than five percent were phased out. At the end of last year there were some who had achieved enough success that they did not have to be included in this year's reading program when they were screened in the fall. They were ready to go on with their class.

A 3-E. No, I was glad to see that we have had an opportunity to reflect the test scores in Silvaroli's test which I indicated earlier. I possibly am more aware of the actual progress the child has made. I wish that tests were available for the kind of basic linguistic teaching that I have been so prounounced with, that is vocabulary. We have talked about teacher acceptance, we have talked about administrative acceptance, we have talked about the child's evaluation, how much gain he has shown. The most important gain is the self-image. It can't really be tested, nor can we really know what we have done for the child possibly until a year or more has passed. I try to follow these children through. I began with 22 second graders last year. It was the first time the program was open to that level. This year only two or three were felt to be in need of the program. This is an indication of success.

A 4-E. No I can't think of anything.

A 5-E. Oh, of course, I have been doing a lot of research in the area of language as it relates to the problem of the Negro child, and I feel that a great deal is going to have to be done here. I would like to see much being done at the kindergarten and first grade levels, not just by the corrective reading teacher, to stress language and speech because of the sound relationship to our reading. We find that working with these small groups that the sound-symbol relationship isn't there. What they're saying is not what would appear in print. Much of the time we are clarifying misconceptions. A child brought a flower yesterday, and we were talking about the parts of a flower. I said, "What are these?" referring to the petals, "What are these?" One little boy said, it was the "pallet," and another one said it was "patto." Not one child knew they were petals. We went on into the room and tried to teach them the word "petals." It was very difficult to get the word "petal." I had three or four different words that were somewhat similar but had different meanings. We find we do this a great deal in working with them. I would like to see more stress placed all through the primary grades. Of course, smaller classes so the teacher can hear what the child is saying.

A 6-E. There is only one thing that I would like to see happen in corrective reading classes, and that would be to concentrate even further down the scale. We are working with second graders, but I think possibly working with first grade retentions or working with first grade and kindergarten teachers with some of their visual and auditory discrimination problems might be of real value. I think that by the time a child gets into fourth grade, at least it has been my experience, fourth, fifth, and sixth are just not receptive. I don't know, but if they have learned by then, ok, and if they haven't, I feel like I really am kind of wasting my time. I would like to work with the lower grade children. If we could work with prevention instead of trying to put Bandaides on these wounds after they are so big, I think we would accomplish a lot more. I don't feel I have been a total loss in the fourth, fifth, and sixth grade. I think we have helped some children, but not nearly enough. I feel as though we could use that time so much better in prevention in the lower grades. The child wouldn't develop that attitude that keeps him from learning later on.

A 7-E. The government spends lots of money, but I feel that this is one of the most worthwhile places that they could put it to help develop a program in reading which will help our children to become better citizens, better educated citizens, because we know that they are going to be the leaders of the future. We seem to have a growing number who cannot read. I feel that this will help these children, and in the long run we will find that it has been very valuable.

A 8-E. Well I've enjoyed teaching at ____ School very much. But there is one thing that has really bothered me this year. And that is that I have had no materials sent to me. I finally got some word games, January 15, and they were special ordered. But even ditto paper, if I go downstairs to use it, it is never there. This has been extremely difficult for me. Although, as you can see, we have books and materials, they aren't really the things I wanted. I had asked for some special things, and I think they would have worked better with these children because so many times the stories have been outdated. I asked for some historical books and different material to work with. I don't have any tapes to tape children's voices, so we use the same tape over, over, and over. I have found that I have not had any materials to work with. Of course, I have used what is here, and we have gotten along just fine. But I've also taught many years before, and so it was fortunate that I didn't have to rely just on materials.

A 9-JH. Not on the program generally. The only thing I can speak of specifically is myself, and I just feel that as much training as a person can get before they go into the reading program is absolutely necessary because my creative resources are not so vast that possibly I could not supplement them with more training. I think as much training as possible is absolutely necessary.

A 10-JH. I know I've seen a few cases where I don't believe that these kids would ever learn to read if they hadn't been in here. I think they maybe would have gotten through high school some way. I guess it's possible to get through high school and not know how to read. But actually, I have had a few that couldn't read when they were eighth graders. If you have three or four out of 1000 students that you have taught to read, you can't put the cost of the human life in terms of money. This certainly is going to make a difference in life, if he can read. And you're sure if it wasn't for this program, he might never have learned how to read.

A 11 JH. I'm wondering with the Title I program for the poverty area students. We have a group of students that three or four years ago when the Title I program was first introduced in Wichita, the first semester it was here, one area was considered Title I. The next year they were not classified as a Title I area. I have many parents who are from this area who want their students in the reading program. We are unable to take them in. I feel like this is very unfair. Other people and the teachers feel that it's unfair to the students. I wonder with the desegregation of our school system if this is going to change our Title I policy?

WICHITA PUBLIC SCHOOLS
DIVISION OF PUPIL SERVICES
September 11, 1968

STEP BY STEP PROCEDURE FOR WORKING A REFERRAL

Step 1. Upon receiving referral, check information such as address, d.o.b., and compare name of child with that of parent. (in case stepparent, remarriage, or guardian) This can be checked on pupil information card.

Step 2. Fill out home contact report and chronological record forms indicating identifying information.

Step 3. Make home contact and interview appropriate party(s). (Parents, grandparent, guardian, sibling, child in question)

Step 4. Complete "home contact report" and record visit on the chronological record.

Step 5. If it is felt necessary to contact other agencies for supplemental information, do so, and record findings.

Step 6. When all material has been accumulated that is felt necessary at that time, record plan or suggested activity which you feel might help the situation. Also identify what you think the problem is, being as specific as possible.

Step 7. Submit findings to building administrator and on his request pursue what is determined as most desirable in rectifying the situation.

Step 8. If you are relieved of anything further, close out the referral; if you are involved, follow the referral as indicated, keeping record of all contacts and keeping the administrator advised.

2765 D

REFERRAL TO ATTENDANCE AIDE

NAME:__________________ ID#________ D. O. B.________

ADDRESS:______________ SCHOOL_________ GRADE_____

ATTENDANCE: Days Present____ Days Absent____ Tardies____

COMMENTS: __________________________________

____

____

____

____

____

____________________ ____________________

Referred Date **Administrator**

Elementary Only: Teacher____________________ Room#_____

2767 D
A 44

ATTENDANCE AIDE

HOME CONTACT REPORT

Name: ______________________ I. D. # __________ D. O. B.: __________

School: ______________________________________

Statement of Problem: (as seen by the school) ______________________

Parental Response to Stated Problem: ______________________

Pupil's Response to Stated Problem: ______________________

Outside Agency Information: ______________________

Aides' Observation, Evaluation, & Recommendation Regarding Problem: __________

Suggested Plan To Resolve Problem: ______________________

AIDE'S CHRONOLOGICAL RECORD

NAME: ______________________ I.D. #: ______________ D.O.B. __________

PARENT'S NAME: ____

HOME ADDRESS: ____

SCHOOL: ________________________________ REFERRAL DATE: __________

DATE: COMMENTS:

A 46

FOLLOW-UP REPORT

____
Date

TO:____________________________________

FROM:__________________________________

RE:____________________________________

FINDINGS:____

____

____

____

____

____

2616 S

A 47

REFERRAL TO PUPIL ADJUSTMENT OFFICE

Pupil's Name and I.D. Number ______ Birthdate ______ Grade ______ School ______

Parent's Name ______ Address ______ Phone Number ______

Reason for Referral: ______

ATTENDANCE PATTERN:

	This Year	Last Year
Excellent	( )	( )
Satisfactory	( )	( )
Poor	( )	( )
No. Absences	____	____
No. Tardies	____	____

Dates of Truancies: ______

Total Days Suspended & Reason(s): ______

INTELLIGENCE LEVEL: Low ____ Low Average ____ Average ____ Above Average ____ Superior ____

PUPIL ACHIEVEMENT: (Indicated by Ability, Aptitude, and Interest)

No Effort ____ Poor ____ Working within Range of Ability ____ Superior ____

ACHIEVEMENT:

Subjects	Current Grade

PERSONAL ADJUSTMENT:

	Good	Poor	Indifferent	Accepted	Rejected	Loner
Peers						
Teachers						
Parents						
Community						

PARENTS' MARITAL STATUS:

Married ( )
Divorced ( )
Widow(er) ( )
Separated ( )

ECONOMIC STATUS:

Self Supporting ( )
Welfare ( )
Veteran's Adm. ( )
Social Security ( )
Other ( ) (explain)

SIGNATURE ______ DATE ______

TITLE ______

PLEASE TYPE. Send 2 copies to Pupil Adjustment Office.

2342 D

REFERRAL REPORT

FROM: COORDINATOR OF PUPIL ADJUSTMENT

RE: ____________________

TO: ____________________

DATE: ____________________

____

SIGNATURE

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Post-Kindergarten Evaluation Sheet
Summer 1969

Teacher ____________________ School ____________ No. of Pupils Enrolled ____

Fill out one form for each class.

Goal or Activity	Class Progress*			
	1	2	3	4
Creative picture interpretation				
Pupil-dictated stories				
Literature appreciation				
Practice with meaningful language patterns				
Building vocabulary				
Improved articulation and enunciation				
Acceptance of self; establishing self-worth				
Building meaningful social relationships				
Acceptance of errors; openness to experience				
Non-verbal expression (art, rhythm, etc.)				
Sharpened visual and auditory discrimination				
Likenesses and differences in visual and oral media				
Mathematical concepts of size, position, time				
Successful learner behavior				
Observation skills--generalization about environment				
Physical coordination				
Body development and exercise				
Health habits, body care				

*KEY
Number of pupils making progress
1 - 0-4 pupils
2 - 5-7 pupils
3 - 8-12 pupils
4 - 13 or more pupils

(OVER)

Fill out this side only once.

1. How much value do you feel the one-day workshop was for Post-Kindergarten teachers?

   Much ______ Moderate ______ Little ______ None ______ Detrimental ______

2. Indicate in what ways the workshop was helpful or why it was of no help. ______

   ____

   ____

   ____

3. How much value do you feel the help that you received from the Post-Kindergarten coordinator has been to the program?

   Much ______ Moderate ______ Little ______ None ______ Detrimental ______

4. Indicate in what ways the coodinator helped you or attempted to help you ______

   ____

   ____

   ____

5. How many contacts did you have with the Post-Kindergarten coordinator? ______

6. Have you taught previous Post-Kindergarten summer school programs? (check)

   Summer 68 ______ Summer 67 ______ Summer 66 ______

7. Which classroom supplies were of most benefit to your class(es). (List three in rank order)

   a. ______________ b. ______________ c. ______________

8. Write comments below if you care to.

   ____

   ____

   ____

   ____

   ____

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WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Teacher Rating Sheet for Title I Post-Kindergarten - Summer 1969

Directions: (use a separate form for each class)

a. List in rank order the names of the four pupils you consider most ready for first grade in September, 1969. Check the appropriate columns if they have previously been in one of the following programs: Head Start, 1967-68; Summer Head Start, 1968; Follow-Through, 1968-69.

Name	Head Start 67-68	Summer Head Start 1968	Follow-Through 68-69
1.			
2.			
3.			
4.			

b. List in rank order the names of the four pupils you consider least ready for first grade in September, 1969. Number 1 on this list would be the least ready. Check appropriate columns for previous experience.

Name	Head Start 67-68	Summer Head Start 1968	Follow-Through 68-69
1.			
2.			
3.			
4.			

5

c. List the names of the remaining pupils in class. No ranking is required in this middle group. Check appropriate columns for previous experience.

Name	Head Start 67-68	Summer Head Start 1968	Follow-Through 68-69
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

d. Complete this form Tuesday of the last week of summer school and send to W. E. Turner, Research Division.

Teacher ______________________ School ______________________

Name of class ______________________

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Summer 1969

QUESTIONNAIRE FOR EVALUATION OF BASIC-PRIMARY TITLE I CLASSES

Name ____________________ School ____________________

The following questions are based on the pupils you have enrolled on Tuesday, July 15. Fill out one form for each class.

1. This class was scheduled at: 8:00 _____ 10:00 _____

2. What is the grade composition of this class?

   Number who were first grade _____, second grade _____ during 1968-69.

3. Prior Title I programs: How many of this class were in the following?

   Post-Kindergarten (summer) 1967 _____ 1968 _____

   Head Start (summer) 1966 _____ 1967 _____

4. Approximate portion of time devoted to:

   Reading ____________________ Language Arts ____________________

   Mathematics ____________________ Other (name) ____________________

5. Briefly describe instructional procedures on methods you used in this class.

6. In your opinion, how many pupils in this class would have been ready for the next grade in September without benefit of the class? ____________________

7. In your opinion, how many pupils are ready for the next grade because they were in the class? ____________________

8. Have you taught educationally deprived children previously? Yes ____ No ____

Comment: ____________________

9. Would you be willing to teach educationally deprived children again? Yes ____ No ____ Comment: ____________________

10. Please feel free to make any other comments which you feel would be of benefit in the evaluation of this program. ____________________

Please return this form to W. E. Turner, Research Division by July 18, 1969.

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Summer 1969

QUESTIONNAIRE FOR THE EVALUATION OF TITLE I SCIENCE AND OUTDOOR EDUCATION

1. Did the one-day orientation help prepare you for the summer program?

Yes __________ **No** __________ **Undecided** __________

Comments: ____

____

____

____

2. Were the printed teaching materials of value to you in making plans for your class?

Yes __________ **No** __________ **Undecided** __________

Comments: ____

____

____

____

3. Did you take field trips away from your immediate school area?

Yes __________ **No** __________ **Where** ______________________________

Transportation provided by: ______________________________

4. Did you receive all supplies and materials that you requested?

Yes __________ **No** __________ **Comments:** ______________________

____

____

____

5. What in the program do you consider to be of greatest value to boys and girls?

6. Describe briefly the approach and general plan used in your class of Outdoor Education.

7. How would you strengthen the program?

8. Was the attendance in your class generally stable during the summer?

Yes ________ No ________ What factors influenced attendance? ____________

____

____

____

____

9. How many of your pupils took part in the camp experience?

8:00 Section __________ 10:00 Section __________

10. Do you think the camping experience enhanced the curriculum of the Outdoor Education program?

Yes __________ No __________ Undecided __________

Comments: ____

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11. Did you participate in the camp? Yes __________ No __________

12. Was help provided by the camp counselors adequate?

Yes __________ No __________ Undecided __________

Comments: ____

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13. Was the help provided by the coordinator of value to you?

Yes ________ No ________ Undecided ________

Comments: ________

14. Did you have an aide? Yes ________ No ________

Comments: ________

14a. Do you have any indications about parent reaction to the program?

Yes ________ No ________ Comments: ________

15. Did you teach this class last summer? Yes ________ No ________

16. Would you teach this class again? Yes ________ No ________

17. Any other comments concerning the program would be appreciated. ________

Please return this form to W. E. Turner, Research Division by July 18, 1969.

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Summer 1969

QUESTIONNAIRE FOR THE EVALUATION OF TITLE I CLASSES IN MATHEMATICS-SCIENCE

1. Time class was scheduled: 8:00 _____ 10:00 _____

2. How much value was the one-day orientation to you.

   Much __________ Some __________ None __________

   Comments: ____

   ____

   ____

   ____

3. Was the help provided by the coordinator of value to you?

   Much __________ Some __________ None __________

   Comments: ____

   ____

   ____

   ____

4. Number of pupils who were third grade 1968-69 __________, number who were fourth grade 1968-69 __________.

5. Number who were in 1965 Head Start. ________

6. Approximate portion of class time devoted to:

   Mathematics __________ Science __________ Other __________

7. Describe briefly the instructional procedures and class activities you used.

____

____

____

____

____

____

8. In your opinion, how many pupils in this class made substantial improvements in mathmatics and science? ______________

Comments: ______________________________

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9. Have you taught educationally deprived pupils previously? Yes ______ No ______

Comments: ______________________________

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10. Would you be willing to teach educationally deprived pupils again? Yes ______

No ______ Comment: ______________________________

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11. **Please feel free to make any other comments which might be of help in the evaluation of this program.** ______________________________

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Please return this form to W. E. Turner, Research Division by July 18, 1969.

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WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

INFORMATION FOR EVALUATION OF THE TITLE I ACTIVITIES AT PHYLLIS WHEATLEY CHILDREN'S HOME

______________________________	______________________________
Activity or Subject	Teacher

Total number of students enrolled in your class or classes ____________.

Number of classes ______________.

1. Describe briefly the structure and content of your program or activities.

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2. Please report any observations that indicate achievement, change in attitude, etc. (You may want to answer this in a general way for your group or give specific examples of a few individuals.)

____

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3. Please cite any procedures which you found to be particularly effective in changing behavior and/or achievement. Include ways in which materials, equipment, or special activities were utilized.

4. What were the major problems encountered in this summer program?

5. Suggested solutions to problems listed in Item 4.

6. What do you consider to be the major advantages of this summer program?

7. Additional comments regarding the summer program.

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Summer 1969

Student ______________________ Person Completing Form ______________

School __ ____________________ Date Form Completed ______________

Grade ____________ Age ____________ Race ______________

CHECKLIST FOR EVALUATION OF THE TITLE I HOME REPAIR AND IMPROVEMENT PROGRAM

Description of Knowledges and Skills	Extent of Understanding or Ability			
	None	Little	Moderate	Much
1. Knows how to plan and estimate a repair job.				
2. Understands the use of hand tools.				
3. Understands sequence of procedures in painting (scraping, priming, painting, cleanup.)				
4. Understands sequence of procedures in general repair work.				

Description of Performance	Completion	
	Yes	No
1. Developed a plan for repair, improvement and care of house and yard.		
2. Estimated and computed the labor cost of house improvement.		
3. Estimated and computed the material costs of house improvement.		
4. Used and properly cared for paint brushes.		
5. Has used hand tools in maintenance and repair work.		

Survey of Attitudes

Toward Own House	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Toward Work	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Toward Self	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Toward Others	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

ATTENDANCE INFORMATION

Attendance:
Number of Days Present _____ Number of Days Absent _____ Number of Days Tardy _____

Anecdotal Information

Comments made by the following:

Student ____

Fellow Workers ____

Parents ____

Teacher's comments or observations ____

Return to W. E. Turner, Research and Information Division by August 1.

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WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Summer 1969

Student ______________________ Person Completing Form ______________

School ______________________ Date Form Completed ______________

Grade ____________ Age ____________ Race ______________

CHECKLIST FOR EVALUATION OF THE TITLE I HOME DECORATION AND IMPROVEMENT PROGRAM

Description of Knowledges and Skills	Extent of Understanding or Ability			
	None	Little	Moderate	Much
1. Knows how to define problem--what needs to be done to improve home.				
2. Understands the use of tools and equipment necessary to perform task				
3. Understands sequence of procedures used in performing task (eg. painting; prepare, paint, cleanup.)				
4. Understands the sequence of procedures to use in small repair work.				

Description of Performance	Completion	
	Yes	No
1. Developed a plan for improvement/decoration and care of home.		
2. Estimated and computed the labor cost of home improvement/decoration.		
3. Estimated and computed the material cost of home improvement/decoration.		
4. Used and properly cared for work equipment, eg. paint brushes.		
5. Has used small hand tools in maintenance and repair work for home improvement/decoration.		

Survey of Attitudes

Toward Own House	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Toward Work	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Toward Self	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Toward Others	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

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WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

ATTENDANCE INFORMATION

Attendance:
Number of Days Present _____ Number of Days Absent _____ Number of Days Tardy _____

Anecdotal Information

Comments made by the following:

Student ______________________________

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____

Fellow Workers ______________________________

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Parents ______________________________

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Teacher's comments or observations ______________________________

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Return to W. E. Turner, Research and Information Division by August 1.

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

July 14, 1969

SUMMER SCHOOL

SELF-DIRECTED PERSONAL IMPROVEMENT FOR GIRLS

1. Describe briefly the structure and content of your program or activities.

2. Were the girls generally successful in defining their individual goals?

3. What specific evidence did you see of improvement in self-image and self-achievement. Please cite examples.

4. Did you use any measuring instruments in your evaluation of the girls, such as checklists, etc. Include samples if you have them.

5. What community resources did you use such as field trips, consultants, speakers, etc.

6. What materials (other than those you may have listed in item 5,) such as audio-visual materials and equipment, printed information, etc., did you use?

7. What were the major advantages of this program?

8. What were the major difficulties encountered in this program?

9. Do you think this type of program should be repeated or expanded for the regular school year? For future summers?

10. Additional Comments:

SELF-DIRECTED IMPROVEMENT PROGRAM

The materials used are listed below:

Filmstrips

a. There's Nobody Just Like You

b. Your Hands and Feet

C. Your Face

d. Making Friends

e. The Basic Wardrobe

f. A Beautiful Day to be Beautiful

g. The Age of Etiquette

Slides

a. Good Posture

b. Weight Reduction

c. The Wearing of Scarfs

Films

a. Foundation Garments (two films)

b. Lock Your Home

Printed Material - Pamphlets

a. A More Attractive You

b. How to Make Good Grooming a Habit

c. Through the Looking Glass

d. Club 15 - Weight Control

e. Your Calorie Catalog

f. World of a Girl

Printed Material - Pamphlets (cont.)

g. Teen-aged? Have Acne?

h. Postures on Parade

i. Very Personally Yours

j. Getting to Know Yourself

k. Personal Dantiness

l. I Have a Secret (complexion care)

m. Fingertip Tips

n. Personal Safety for Girls

o. You're a Young Lady Now

p. What Women Want to Know

q. The Beauty Habit (posture)

r. Menu Study Sheet

s. Laundry Know-How

t. Bonnie Bell Guide to Make-up

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WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Summer 1969

Student ______________________ School ____________________ Grade _____ Age _____

Form Completed By ________________________ Date Form Completed ____________________

CHECKLIST FOR EVALUATION OF THE TITLE I FORWARD BOUND PROGRAM FOR JUNIOR HIGH SCHOOL PUPILS

DESCRIPTION	Attainment YES	 NO
1. Activities leading to the worthy use of leisure time		
a. Participation with some proficiency in at least three outdoor sports	___	___
b. Completion of at least three cabin activities	___	___
c. Participation in at least one evening program	___	___
d. Demonstration of ability to use time wisely without coercion	___	___
2. Experiences promoting citizenship development		
a. Planning cooperatively for outdoor and cabin activities	___	___
b. Participation in coeducational activities	___	___
c. Participation in flag ceremonies	___	___
d. Attendance at religious activities according to personal preference	___	___
e. Display of respect for camp leaders	___	___
f. Following camp regulations	___	___
g. Assuming responsibility for own conduct	___	___
3. Habits leading to health improvement		
a. Daily attention to proper grooming of hair, teeth, hands, and body	___	___
b. Keeping cabin and camp area neat, clean, and free of refuse	___	___
c. Practice of safety particularly with water activities and camp fires	___	___
d. Eating adequate balanced diet	___	___
e. Refraining from wasting food	___	___
f. Reporting accidents promptly for treatment	___	___
g. Practice of regular exercise	___	___
h. Getting adequate rest	___	___
i. Demonstration of pride and concern about personal health	___	___

Anecdotal Information (optional)

Please comment briefly on the pupil's progress (or lack of progress), problems experienced (if any), evidences of change in attitude, etc. Use back of form, if needed.